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ABSTRACT

The 11th edition of the Section 619 Profile describes services provided under the Preschool Grants Program for Children with Disabilities (Section 619 of Part B) of the Individuals with Disabilities Education Act (IDEA). It presents current and/or historical information for all 50 states, the District of Columbia and Puerto Rico, which are all eligible to receive Part B, Section 619 funds. The state and jurisdictional Section 619 Coordinators from 44 states provided updated information for this edition. For those states and jurisdictions that did not participate, information from other resources is at times included. The information presented in this edition was gathered and updated through May 2002. Extensive tables provide statistical and other data on: (1) administration; (2) funding; (3) interagency coordination; (4) personnel; (5) transition; (6) accreditation and monitoring; (7) use of IEPs, IFSPs; (8) family-centered services; (9) outcome measures; (10) pre-kindergarten initiatives; (11) initiatives for special populations; (12) special education mandates and legislation; (13) preschool program data (appropriations, child count); and (14) eligibility policies and practices for young children under Part B of IDEA. The appendices contain contact information for the state and jurisdictional Section 619 Program coordinators, preschool program contacts from BIA and other outlying areas, and preschool-specific information from the "Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act" by the U.S. Department of Education (2001). (SG)

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Section 619

Profile

11th Edition

Joan Danaher
and Robert Kraus,

Editors

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The National Early Childhood Technical Assistance Center

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Please note that some of the content of this volume were updated before the document went to press. Dates on individual contents may be more recent than the May 2002 date of the compilation. While this may be unorthodox, our intent is to provide the reader with the most current information possible.

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IDEAs that Work
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Introduction

With the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975, now the Individuals with Disabilities Education Act (IDEA), and subsequent amendments, states and jurisdictions have made great strides in the provision of services to young children, ages 3 through 5 years, with disabilities. As of August 1, 2001, America's schools were serving 599,678 preschool children with a free appropriate public education.

This 11th edition of the *Profile* describes services provided under the Preschool Grants Program (Section 619 of Part B) of IDEA. The *Profile* presents current and/or historical information for all 50 states, the District of Columbia and Puerto Rico, which are eligible to receive IDEA Part B, Section 619 funds. Eight other jurisdictions, including American Samoa, the Bureau of Indian Affairs, the Federated States of Micronesia, Guam, Northern Mariana Islands, Palau, the Republic of the Marshall Islands, and Virgin Islands are not eligible to receive 619 funds. Therefore, information on their current policies and services for children with disabilities is not included in the *Profile*. At times, however, historical information for these entities is included. Participating states included: AK, AL, AR, AZ, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MN, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WI, WV, and WY.

The state and jurisdictional Section 619 Coordinators from 44 states provided updated information for this edition, although not all respondents updated every question. Additionally, coordinators responded to new questions. For those states and jurisdictions that did not participate, information from other sources is at times included.

The topics covered in the *Profile* have been modified over the years to improve clarity and compatibility of data across the states. Coordinators have been contacted when necessary to clarify their responses; however, there has been no attempt to verify independently the data on every item presented herein, and data are subject to change. The information presented in this edition of the *Profile* has been gathered and updated through May 2002.

Throughout this document, the word "state" refers to all types of contributing jurisdictions. Wherever appropriate, states that have information available to share are noted. The Appendices contain contact information for the state Section 619 Coordinators and preschool program contacts for outlying jurisdictions. This information is also maintained on the TA Center Web site: http://www.nectac.org/contact/contact.asp . We have also included excerpts from the *Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act by the U.S. Department of Education* (2001) that pertain to the preschool program. The complete report can be found at http://www.ed.gov/offices/OSERS/OSEP/Products/OSEP2001AnlRpt/index.html.

We extend our appreciation to all Section 619 Coordinators for their contributions and especially to Nancy Treusch, the OSEP Preschool Grants coordinator, for her wisdom and guidance throughout the development of this Profile. It is our hope that this resource will assist states in enhancing the quality of services for preschool children with special needs and their families.

Selected pieces of the *Profile* will be maintained on the TA Center web site at http://www.nectac.org/.

Administration

1. SEAs administer preschool special education through the following administrative agency or unit:

Administrative Unit	n	States
Early Childhood Unit (not within Special Education)	4	CT, IL, MA, OH
SEA Office of Special Education and Diversity Programs which includes special education, disadvantaged, etc.	1	NV
Shared responsibility: Division of Developmental Disabilities of the Department of Health, under direct supervision of Department of Education	1	WY
Shared responsibility: Special Education and Community Services	1	MN
Shared responsibility: Special Education and Early Childhood	3	DC, KY, RI
Shared responsibility: Special Education and Office of Integrated Social Services	0	
SEA / Special Education / EI and/or ECSE unit	1	MD
State Education Agency (SEA) Special Education Unit	32	AK, AL, AR, AZ, CO, DE, FL, GA, HI, IA, ID, IN, KS, ME, MT, NC, ND, NE, NH, NJ, NM, NY, OK, OR, PA, SC, SD, TX, UT, VA, WI, WV

2. SEAs have the following preschool policies and procedures that differ from those for school-age children in the following areas:

Policies and Procedures	n	States
Guidelines	23	AR, CO, DE, HI, IA, ID, IN, KS, KY, MA, MT, NC, NM, NV, NY, OK, OR, PA, RI, SC, UT, WI, WV
Curriculum Standards	11	CO, CT, HI, KY, NC, NJ, NM, OH, RI, SC, UT
IEP Forms	10	CO, IA, ID, ME, MN, ND, NM, OR, PA, SD
Inclusion Policy/Guidelines	15	CO, HI, IA, KS, KY, MD, NC, ND, NJ, NY, OK, RI, UT, VA, WI
Monitoring Strategies/Forms	14	AR, AZ, CO, DE, IA, ME, MN, NY, OH, OK, OR, PA, RI, UT
Personnel Standards	33	AK, AL, AR, AZ, CO, DE, FL, IA, ID, IL, IN, KS, KY, MA, MD, ME, MN, NC, ND, NE, NM, NV, OH, OK, OR, RI, SC, SD, UT, VA, WI, WV, WY
Program Approval Process	8	AK, AR, AZ, KY, ME, NH, NY, OH
Program Standards	28	AR, AZ, CO, DE, HI, IA, ID, IL, IN, KS, KY, MA, ME, MN, NC, ND, NE, NJ, NM, NY, OH, OK, OR, PA, RI, SC, UT, VA
Transportation Policies	10	DE, HI, IA, KY, MN, NC, NE, NY, PA, WI
Assessment/Evaluation Policies	27	AK, AL, AR, AZ, CO, DE, FL, IA, ID, IN, KY, ME, MN, MT, NC, NE, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, UT

Administration, *continued*

3. The following SEAs involve the Section 619 program in their State Improvement Grant (SIG) and General Supervision Enhancement Grants (GSEG):

619 Involved In	n	States
SIG	31*	AK, AL, CA, CT, FL, GA, HI, IA, ID, KS, KY, MA, MD, ME, MI, MN, MO, MT, NC, ND, NH, NJ, NM, OH, OK, OR, PA, UT, VA, VT, WY
GSEG	4	FL[1], ID, MD, NH[2]

Comments added by states:

[1] FL — *We are currently submitting a GSEG with Part C to address the development of a Birth to Kindergarten Technical Assistance System.*

[2] NH — *Under development, with Part C & Part B, including preschool*

*Note: Data in this item were augmented by the editor from a review of states' SIG abstracts. Of 36 current SIGs, 31 involve the Section 619 program in their states, based on Section 619 Coordinator report or editor's review of SIG abstract.

Funding

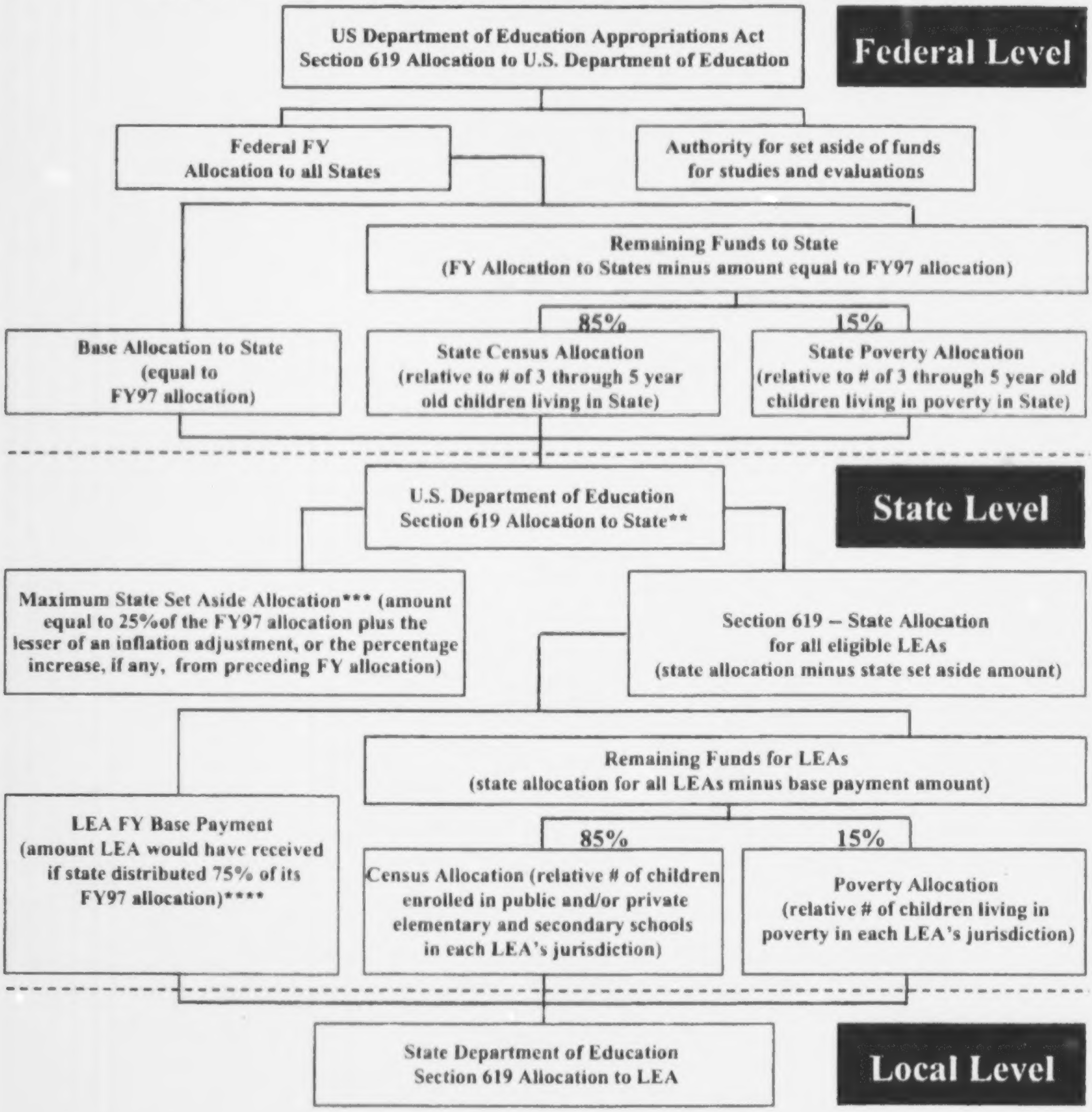
This section addresses a number of questions related to funding services for young children served by Section 619. For convenience of the reader, we have included Figure 1, *IDEA Section 619 FY98 — Funding Allocation* reproduced from http://www.ihdi.uky.edu/msrrc/PDF/619funding.pdf.

4. SEAs distribute Section 619 flow through funds to the following eligible agencies for preschool services :

Entity	n	States
ESAs only	2	IA, WV
State School(s) for the Deaf and Blind	17	AL, AZ, CO, FL, HI, IL, IN, KS, MD, MT, ND, NM, NY, OK, SC, TX, WV
SEA distributes all Section 619 funds directly to programs		
Charter school(s) that function as an Local Education Agency (LEA)	8	DE, MN, NJ, OH, TX, UT, WI, WV
SEA and LEA are the same	1	HI
Other agencies which function as LEAs or ESAs	9	AL, AR, ID, MD, ME, OK, SC, VA, WY
Local Education Agencies (LEAs) only	26	AK, CT, DE, FL, GA, HI, ID, IN, KY, MA, MD, MN, MT, NC, NE, NJ, NM, NV, NY, OH, OK, RI, SD, UT, VA, WV
State supported agencies	2	AL, IN
Institutions of Higher Education	0	
LEAs and Education Service Agencies (ESAs)	14	AL, AR, AZ, CO, IL, KS, ND, NM, NY, PA, TX, WI, WV, WY

Figure 1

IDEA Section 619 FY98 -- Funding Allocation*


Federal Level
US Department of Education Appropriations Act Section 619 Allocation to U.S. Department of Education
Federal FY Allocation to all States
Authority for set aside of funds for studies and evaluations
Remaining Funds to State (FY Allocation to States minus amount equal to FY97 allocation)
85%
15%
Base Allocation to State (equal to FY97 allocation)
State Census Allocation (relative to # of 3 through 5 year old children living in State)
State Poverty Allocation (relative to # of 3 through 5 year old children living in poverty in State)
State Level
U.S. Department of Education Section 619 Allocation to State**
Maximum State Set Aside Allocation*** (amount equal to 25%of the FY97 allocation plus the lesser of an inflation adjustment, or the percentage increase, if any, from preceding FY allocation)
Section 619 – State Allocation for all eligible LEAs (state allocation minus state set aside amount)
Remaining Funds for LEAs (state allocation for all LEAs minus base payment amount)
LEA FY Base Payment (amount LEA would have received if state distributed 75% of its FY97 allocation)****
85%
15%
Census Allocation (relative # of children enrolled in public and/or private elementary and secondary schools in each LEA's jurisdiction)
Poverty Allocation (relative # of children living in poverty in each LEA's jurisdiction)
Local Level
State Department of Education Section 619 Allocation to LEA

* This flow chart summarizes, in general terms, the flow of IDEA Section 619 funds from the federal appropriation to the local level. It should not be used as guidance for calculating State or local grant awards.

** The Amendments provide several floors and ceilings regarding the amount a State can receive in any year. As a base, no State can receive less than it received the prior year. In addition, every State must receive an increase equal to the higher of: (1) the percent the appropriation grew above the prior year, minus 1.5 percent, or (2) 90 percent of the percentage increase from the prior year. A new minimum allocation of the amount a State can receive is the amount the State received in 1997 plus 1/3 of 1 percent of the increase in the total appropriation over the 1997 appropriation. No State may receive an increase greater than the amount it received in the prior year multiplied by the percent of growth in the appropriation from the prior year plus 1.5 percent.

*** a) These funds may be used for various support, planning, and direct service purposes.
b) 20% of this amount may be used for state administration purposes.

**** If LEAs are created, combined or otherwise reconfigured subsequent to FY97, the state would be required to provide the LEAs involved with revised base allocations pursuant to 34 C.F.R § 301.31 (b).

Lewis, MSRRC, 1998

Reprinted — *from http://www.ihdi.uky.edu/msrrc/PDF/619funding.pdf*

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Funding, *continued*

5. Unique features of states' preschool special education funding procedures are:

Unique Feature	n	States	Comments
Birth rate	2	GA	Percentage of live birth rate.
		PA	State makes an allocation of the previous year's program costs, which are historically linked to live births, plus an increase less kindergarten age costs. Increase is affected by number of children served in prior year.
Block grants	2	DE	Block grants serve 3-year-old children with developmental delays and 3- and 4-year-old children with speech delays. School-age categories and unit funding apply when children with developmental delays turn 4.
		MT	State special education funds flow to LEAs in two block grants: instructional services and related services.
Contact time	3	CO	Minimum of 90 hours per semester.
		ID	Each 16 hours of student contact time in special education and related services counts as one FTE, which in turn is used to compute state funding for preschool services at the local level.
		ND	Each 12 hours of student contact time in special education and related services counts as one FTE for state foundation payment. Less than 12 hours is prorated.
Cost reimbursement	2	IN	County pays costs; then state reimburses 59.5% of approved costs.
		NY	LEAs may use state education funds to support costs of community-based placements for preschool children requiring special education.
Child count	17	AL, AR, IN, NM, OH	State allocation is based on December 1 child count.
		CO, OK	Based on October 1 child count.
		IA	Based on child count taken the last Friday of October.
		ME	Detailed description formula based on 2-year average of child count with subcomponents - Administration, Child Find/Case Management, and Direct Services.
		MN	State funds are allocated on a base allotment.
		NC	State funds are allocated on a base allocation plus a per child amount.
		NV	State allocation based on December 1 child count and poverty formula.
		TX	State funds are based on a snap shot of the child count date.
		VA	State allocation based on a formula considering several factors and 12/1/97 count.
		HI, IL, UT	[No comment.]
Weighted formula	4	AZ	Weights are different for preschool; funding formula is the same.
		KY	State funds are allocated on a per-child basis, but weighted by disability grouping. Local school districts receive one preschool grant that includes funds for preschoolers who are income eligible and who have disabilities.
		OK	Weighted formula based on disability (same as 6 - 21).
		IA	[No comment.]

Funding, *continued*

5. *continued*

Unique Feature	n	States	Comments
Other	5	NC	Each LEA receives an amount equal to one teaching position with benefits and the remaining amount based on the April head count of 3, 4 and Pre-K fives.
		NE	SEA funds preschool programs at 90% entirely with federal Part B resources; locals provide 10%. No state funds are used.
		NM	The maximum set aside is used to fund Head Start programs (12) and provide additional funding to LEAs (86) and SOPs (2).
		SC	There is no state funding for related services as there is for K to 12. Current funding is under legislative review. 2-year-olds with IEPs are funded by state funds. Weights are different for preschool. All preschool students funded at maximum level.
		NJ	[No comment.]

6. States use the following funding sources to support the provision of special education and related services for preschool children with disabilities:

Funding Source	Number of States Reporting the Approximate Percentage of Total Funds for Preschool Special Education and Related Services, by Source						
	n	1 - 25%	26 - 50%	51 - 75%	76 - 100%	Used, % unknown	Not used
611 (VI - B) Funds	31	17	0	0	1	10	3
619 Funds	38	16	6	1	13	2	0
Developmental Disabilities	24	1	0	1	0	3	19
Medicaid	32	10	0	1	0	17	4
Part C Funds	25	2	0	0	0	2	21
Private insurance	25	1	0	0	0	10	14
State Early Childhood	24	3	0	1	1	3	16
State General Education	24	5	1	0	1	6	11
State Special Education	28	3	3	2	2	9	9
Title I Disadvantaged	28	4	0	0	0	8	16
Title I Even Start	27	2	0	0	0	10	15
Local	28	8	4	1	1	11	3
State Preschool Special Education	25	2	1	5	3	2	12
County	22	0	1	0	1	3	17
Johnson O'Malley	20	0	0	0	0	3	17

7. SEAs using 619 funds to administer Part C:

n	States
3	MD, ME, MN

Funding, *continued*

8. SEAs use the following percentage of FY 2001 set-aside for administration:

Percentage	n	States
0% to 4%	10	CO, GA, ID, IN, KS, NE, NJ, OH, SC, WY
5% to 9%	17	AR, CT, DE, IA, IL, KY, MA, MD, ME, MN, MT, NC, NV, PA, RI, UT, WI
10% to 14%	0	
15% to 20%	12	AK, AL, AZ, FL, HI, ND, NM, NY, SD, TX, VA, WV

9. SEAs use the following percentages of their maximum set-aside amount of 619 funds for other state level activities:

Percentage	n	States
0% to 19%	25	AK, AR, CO, CT, GA, IA, ID, IN, KS, KY, ME, MN, MT, NC, NE, NJ, NV, OH, OK, RI, SD, TX, WI, WV, WY
20% to 39%	6	AL, AZ, IL, MA, MD, UT
40% to 59%	2	HI, VA
60% to 79%	1	FL
80% to 100%	6	DE, ND, NM, NY, PA, SC

10. SEAs support the following activities with Section 619 set-aside funds:

Activities	n	States
Support Services	27	AL, AZ, CO, CT, DE, GA, HI, IA, IL, KS, KY, ME, MN, NC, ND, NE, NM, NV, NY, OK, PA, TX, UT, VA, WI, WV, WY
Activities at state and local levels to meet the state established performance goals	25	AK, AL, AZ, CO, DE, HI, IL, KS, KY, MA, MD, ME, MN, NC, NE, NM, NY, OH, OK, PA, RI, TX, UT, VA, WV
Activities related to the statewide coordinated service delivery program	31	AK, AR, AZ, CO, CT, DE, GA, HI, IA, IL, KS, KY, MA, MD, ME, MN, NC, NE, NJ, NM, NV, NY, OH, OK, PA, RI, SD, TX, UT, WI, WV
Direct Services	24	AK, AL, AZ, CO, DE, GA, HI, IA, IL, IN, MD, MN, MT, NC, NJ, NM, NV, PA, RI, SC, TX, WI, WV, WY
State Improvement Plan (SIP) activities	18	AK, AZ, DE, HI, IA, IL, KS, KY, MN, NC, ND, NM, NY, OK, PA, UT, VA, WI
Monitoring activities, including improvement planning and self-assessment	9	DE, IA, IL, MN, NC, NE, NM[1], OK, PA

Comments added by states:

ID — *Flows through to districts 100% of 619 funds.*

[1]NM — *Working with the Part C agency to implement focused monitoring.*

Funding, *continued*

11. SEAs use the following poverty criteria for the determination of the Section 619 flow-through formula:

Criteria	n	States
Negotiated contract budgets include consideration of differential populations of children living in poverty	0	
Number of students participating in the National School Lunch Act Program	31	AL, AR, AZ, CO, DE, GA, IA, ID, IN, KS, KY, MA, MD, ME, MN, MT, NC, ND, NE, NJ, NV, OH, OK, RI, SC, SD, TX, UT, VA, WV, WY
Poverty rate from U.S. Census Bureau	1	NM
State data on children receiving Temporary Assistance to Needy Families (TANF)	1	CT
Title I	4	AK, HI, PA, WI
U.S. low income count	1	IL

12. SEAs have established or are in the process of establishing a per-child cost for early childhood special education (ECSE) services.

Per Child Cost	n	States	Comments
In process	4	AL	Cost study
		AR, OH, SC	No comment
Have established	13	AZ	Cost study
		MA	Newly established rate reimbursement from Medicaid for young children with special education medical needs ($52 per child per week)
		PA	Multi-agency fiscal survey
		HI, IA, KY, ME, ND, NE, NM, NY, SD, UT	No comment
Not at this time	16	AK, CO, DE, GA, ID, IL, IN, MD, MN, NC, NV, RI, TX, WI, WV, WY	No comment

Interagency Coordination

13. In the following states the age focus of the Part C State Interagency Coordinating Council (SICC) is:

Age Focus of SICC	n	States
Birth to 12	1	MT
Birth through 5	13	AL, IL, KS, MD, MN, NC, ND, NE, OH, OR, PA, WV, WY
Birth through 2	21	AR, AZ, CO, CT, DE, FL, GA, HI, IA, ID, IN, NJ, NM, NV[1], OK, RI, SC, TX, UT, VA, WI
Birth through 20	1	ME

Comments added by states:

[1] NV — *The focus is 0-2, but the ICC considers 0-5 issues.*

14. SEA representatives on state Part C SICCs include the following positions:

Position	n	States
Preschool Director/Assistant Director	3	KY, NE, OH
Superintendent/Commissioner	5	AL, IL, KS, MN, SC
Section/Bureau Chief	3	CT, IA, NY
Other: Supervisor of Early Childhood and Family Initiatives	1	MN
Other: Preschool special education teacher	1	MN
Other: Monitoring specialist from State Department of Education	1	NM
Early Childhood Special Education Coordinator	20	AK, AR, AZ, CO, HI, IA, ID, IN, MA, MN, MT, NC, NV, OR, SC, TX, UT, WI, WV, WY
Assistant Superintendent/Assistant Commissioner	2	MD, OK
Special Education Director, Assistant/Associate Special Education Director	17	DE, FL, GA, IA, MD, ME, MN, ND, NJ, NM, OK, PA, RI, SC, SD, TX, VA

15. The following SEAs have a representative of their state's Part C Program on the Part B State Special Education Advisory Panel or Preschool Advisory Council:

Representation	n	States
Yes	31	AK, AL, AZ, CT, DE, FL, GA, HI, IL, IN, KS, MA, ME, MN, MT, ND, NE, NM, NV, NY, OH, OK, OR, RI, SC, SD, UT, VA, WI, WV, WY
No	5	IA, ID, NC, NV, PA

Interagency Coordination, *continued*

16. Local/regional ICCs within states address the following age ranges and are supported by SEAs in the following ways:

Age Focus of LICC	n	States
Age focus: Varies within state	3	FL, GA, IL
Age focus: 3 though 5	4	MA, ND, OH, OK
Age focus: B though 2	6	CO, HI, IA, ID, NM, SC
Age focus: B though 5	15	AL, AR, CT, KS, KY, ME, MN, NC, NE, OR, PA, TX, WI, WV, WY

Types of Support	n	States
Provides Fiscal/Staff Support	19	AL, AR, CO, IA, ID, KY, MA, ME, MN, NC, ND, NE, NM, OK, OR, PA, TX, WI, WY
Provides TA to ICCs	28	AL, AR, AZ, CO, CT, FL, GA, HI, IA, IL, KS, KY, MA, ME, MN, NC, NE, NM, OH, OR, PA, SC, SD, TX, UT, WI, WV, WY
Requires Preschool ICCs	7	AR, ME, MN, NE, OR, PA, WY

Comments added by states:

CO, KY, PA, TX — *Includes Head Start*
CT, NC — *State recommends 0-5 LICCs to include Part C, LEAs, Head Start, community Early Care and education, providers and families. TA provided on C to 619 transition.*
NV — *No local ICCs*
OK — *Have 15 satellite sites that provide local support and TA to community programs including Head Start.*
SC — *Staff and fiscal support for transition and collaborative child find activities.*
UT — *Required by legislation*
WV — *Looking at providing financial support as part of the Part C Redesign recommendations but have not implemented yet.*
WY — *Required by governor.*

17. The following SEAs play an active role in developing their state's Temporary Assistance for Needy Families (TANF) block grant plan under the 1996 Welfare Act:

n	States
20	AK, CO, HI, IA, ID, KS, KY, MA, MN, NC, ND, NE, NJ, NM, OH, OR, SC, TX, WV, WY

18. The following SEAs actively link preschool special education with the State Children's Health Insurance Plan (SCHIP):

Link	n	States
Yes	23	AL, AR, CO, HI, IA, ID, KS, MA, ME, MN, NC, ND, NE, NJ, NM, OK, OR, RI, SC, TX, UT, VA, WV[1]
If yes, these states have special SCHIP provisions for preschool age children and their families	7	AR, KS, MA, NC, OR, SC, TX

Comments added by states:

[1] WV — *As part of the Medicaid based on the Free/Reduced Lunch application families can request information regarding Medicaid/CHIP*

Interagency Coordination, *continued*

19. SEAs have interagency agreements with the following state agencies, tribal entities and Head Start:

State Agency	n	States
Tribal Entities	8	AZ, ME, NC, NM, OK, UT, WI, WY
State Operated Programs	9	AR, ID, NC, NM, OK, SC, SD, UT, WI
Rehabilitation Services	3	AL, IL, OK
Mental Retardation	1	SC
Mental Health	13	AL, DE, HI, ID, IL, MD[1], ME, NC, OK, OR, SC, TX, VA
Human/Social Services	20	AR, CO, IA, IL, IN, KS, KY, MA, MN, NC, ND, NJ, NM, NY, OH, OK, OR, RI, SD, TX
Health and Human Services	20	AK, AL, AR, AZ, DE, GA, IL, KY, MA, ME, NC, NE, NM, NV[2], OK[3], RI, SC, TX, WI, WV
Head Start (Federal)	37	OK, AK, AL, AR, AZ, CO, CT, DE, GA, HI, IA, ID, IL, IN, KS, KY, MA, ME, MN, MT, NC, ND, NE, NJ, NM, NY, OH, OR, PA, RI, SC, SD, UT, VA, WI, WV, WY
Developmental Disabilities	15	AL, AR, AZ, CO, IL, KY, NC, ND, NJ, NM, OK, OR, SC, WI, WY
Dept of Transportation	1	HI
Dept of Health and Welfare	1	ID
Department of Public Welfare	1	PA
Department of Public Health and Human Services	2	MT, NC
Department of Corrections	2	AL, OK
Health	25	AL, HI, IA, IL, KS, KY, MA, MD, MN, NC, ND, NJ, NM, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, WY

Comments added by states:

[1] MD — *Agreement specifically addresses autism services*

[2] NV — *An MOU is being developed between the NDE and Federal Head Start.*

[3] OK — *Oklahoma Health Care Authority (state medicaid agency)*

20. SEAs engage in the following activities with Head Start:

Activity	n	States
SEAs include Head Start personnel in their comprehensive system of personnel development (CSPD)	33	AK, AL, AR, AZ, CO, CT, DE, GA, HI, IA, ID, IN, KY, MA, MD, ME, MN, NC, ND, NE, NJ, NM, NV, NY, OH, OK, PA, SC, SD, UT, WI, WV, WY
SEAs have a Head Start representative on State Part B Advisory Panel or Preschool Advisory Council	10	AK, AR, AZ, IL, KY, MA, ME, OK, OR, SC
SEA requires LEA/ESAs to keep data on number of eligible 3 though 5 year olds enrolled in Head Start	23	AK, AR, AZ, CO, GA, HI, ID, IL, KY, MA, ME, ND, NE, NM, NY, OH, OK, OR, PA, RI, SC, WI, WV
LEA/ESAs have local interagency agreements with Head Start	31	AK, AL, AR, AZ, CO, CT, DE, GA, HI, IA, ID, IL, KS, KY, MD, ME, NC, NE, NJ, NM, OH, OK, OR, PA, RI, SC, UT, VA, WI, WV, WY

Interagency Coordination, *continued*

21. SEAs report that their Section 619 Programs are engaged in the following initiatives that support comprehensive services for all young children and their families:

States	Initiatives That Support Comprehensive Services
AK	Participation on statewide committees aimed at developing comprehensive services for young children and their families. Statewide Transition Committee that includes staff from 619, Head Start, Child Care, early intervention, Healthy Families, public health nursing, and mental health/developmental disabilities. A collaborative planning process with the Dept. of Health & Social Services is on-going to develop a comprehensive Early Childhood Plan for the state. Coordination of training for early childhood providers.
AL	Inclusive Child Care training (Including All Children Train-The-Trainer Model from AGH Associates) through the SIG grant.
AR	Even Start-Family Literacy Development and Training of a state wide early literacy program "Pre-K Ella (Pre-K Early Literacy Learning in Arkansas)
AZ	Head Start Collaboration Grant; AZ self-study process; ECQUIP Project; statewide networking conference [now called Early Childhood Institute (birth to kindergarten)]; collaborative efforts with Growing in Beauty on the Navajo Reservation; agency representative on ICC & other committees as needed.
CO	Initiatives regarding assessment (birth to five) and transition (birth to kindergarten) are ongoing; statewide autism workgroup; new literacy initiatives around early childhood.
CT	Collaboration through the state's comprehensive school readiness and child day care initiative; family resource centers; Head Start; training/TA initiatives with other state partners; collaborative training/conferences with state agency partners.
DE	Member of advisory committee for state-funded preschool programs that follow Head Start standards.
FL	Comprehensive School Readiness and Child Care initiative through the Florida Partnership for School Readiness; Initiatives/projects regarding preschool evaluation and assessment; transition from Part C to Part B and inclusive Child Care through statewide and regional workgroups/trainings/meetings/conferences; Head Start collaborative agreement; State Interagency Transition Team (STEPS).
GA	Georgia TEAMS for Young Children is part of the Georgia State Improvement Grant. Georgia TEAMS (Teaming, Educators, Advocates and Mentors Successfully) mission is to develop and provide early childhood services that increase the likelihood that all Georgia children develop to their highest potential. We do this through interdisciplinary teams working in partnership with families. We have 8 pilot sites located throughout the state and a state advisory committee to address systems issues. We are also developing collaborative technical assistance activities with Head Start and Office of School Readiness to encourage transdisciplinary teaming across agencies.
HI	Transition system development focuses on all children and involves multiple agency committees. STEPS Project participation.
IA	Serve on SEA Early Childhood Team with representation from Title 1, Head Start, Migrant, Early Intervention, K-3, Family Support, & Public Libraries; serve on state technical assistance team for Community Empowerment and awarded NC Smart Start's National Technical Assistance Grant (www.empowerment.state.ia.us); coordinate initiatives, Iowa Supporting Changes and Reform in Interprofessional Preservice Training (Iowa SCRIPT) and Natural Allies to enhance 2 and 4 year institutes of higher education; implement statewide literacy initiative; chair Core Competencies workgroup on the EC Professional Development Project (www.nncc.org/iaprofdev/home.htm).
ID	The 619 coordinator is the SEA liaison to the ICC and the Idaho Head Start Association.
IL	Collaborative statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant; collaborative statewide conference.
IN	Indiana has established a state-level transition team to address issues related to transition for all young children (birth through first grade) and their families. The Division of Exceptional Learners and First Steps (Part C) provide funding to support development of community transition teams using the STEPS Model. First Steps and the Division of Exceptional Learners provide funding support for the Unified Training System for young children and families. Head Start is also a collaborative partner.
KS	Early Literacy, School Readiness, Title I Preschools, State-Funded 4-Year-Old At-Risk Preschools, Even Start, Migrant Even Start, Head Start; coordination with regional Child Care Resource & Referral Agencies.

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Interagency Coordination, *continued*

21. *continued*

States	Initiatives That Support Comprehensive Services
KY	KIDS NOW is the Governor's Early Childhood Initiative (HB 706) with a goal that all young children in Kentucky are healthy and safe and possess the foundation that will enable school and personal success. Included in the initiative: Folic Acid Campaign, Healthy Babies Workgroup, Substance Abuse Treatment Program for Pregnant and Post-partum Women, Universal Newborn Hearing Screening, Eye Examinations Prior to School Entry and many others. Preschool and primary continue to work in the areas of transition, early literacy initiatives, identification of developmental child outcomes, curriculum alignment and authentic, appropriate child progress.
MA	Linkage and collaborations with state-funded Community Partnership for Children, MA Family Network and Full Day Kindergarten programs, Project Playgroup and Regional Resource Center.
MD	Maryland Model for School Readiness (MMSR) focuses on the coordination and establishment of a comprehensive system of services for all young children, birth to 9, and their families.
ME	Adoption of IFSP form by the Departments of Education, Human Services, and Mental Health/Mental Retardation; all services provided are on the IFSP; certification for all birth to five Early Childhood professionals.
MN	Infant mental health work group/feasibility study; family service collaborative; STATES initiative; Early Childhood Network; Department of Children, Families and Learning Early Childhood Work Group; State Early Childhood Intervention Training Work Group (i.e., CSPD work group). New state legislation requires 7 state agencies (CFL, Human Services, Health, Corrections, Economic Security, Human Rights and Commerce) to develop a coordinated service system for children and youth who qualify for special education and services from at least one other public agency. Our first age bracket, 3 to kindergarten entrance began on July 1, 2000 with phase in dates for other ages until July 1, 2003.
MT	Montana's 619 program collaborates effectively with the Part C early intervention program at the state level. The 619 program participates with the State ICC, known as the Family Support Services Advisory Council and with the Head Start Collaboration Council. Both of these councils interact with Montana's few other early childhood initiatives. Montana has no statewide, public school focused, early intervention initiatives, though some local initiatives are forming. Child Care initiatives are essentially independent of public schools.
NC	Coordination with regular early childhood Project Success. Joint public service announcements, joint guidelines for all early childhood programs, joint task forces on personnel development, joint magazine for early childhood and jointly funded classrooms for children with and without disabilities. We work with Title 1, Even Start and all other early childhood programs in this state.
NE	Developed and approved Unified endorsement criteria for teachers of children birth through 3rd grade. In conjunction with Nebraska Part C, funding and coordination of Nebraska SCRIPT grants (Supporting Change and Reform in Interdisciplinary Preservice Training) to five institutions of higher education within the state to prepare competent professionals across all disciplines to work effectively in inclusionary settings, and provide family-centered, culturally and developmentally-appropriate services. Member of Governor's Early Childhood Interagency Team to develop state agency mission & action plan for comprehensive early childhood services statewide. Member of MAP to Inclusive Child Care state team & strategic action plan. Member of Nebraska Framework for Early Childhood Professional Development, coordinated by the SEA and developed by representatives from Nebraska's early childhood care & education workforce and providers of professional development. Co-sponsor of comprehensive state early childhood conference, along with other state agencies, programs, and EC & ECSE professional organizations in Nebraska. Continuing to co-sponsor HeadsUp Reading! through the National Head Start Association, Nebraska SEA and Head Start-State Collaboration Office with NHSA in Washington, DC. This endeavor brings Head Start, Child Care, Early Intervention, Schools, and other early care/education professionals together for training in early literacy.
NJ	Joint training on transition was provided through the Department of Health & Social Services (DHSS) early intervention system and the Department of Education's 619 Program. A parent booklet on transition was developed jointly. Joint child find materials were developed and disseminated. Joint technical assistance was provided with DHSS early intervention specific to autism spectrum disorders. Head Start Memorandum of Understanding signed and joint technical assistance provided. The 619 Program collaborates with the Maps for Inclusive Child Care Program. The 619 program provided training on including children with disabilities in thirty districts with a mandate to provide early childhood education to all three and four year olds.

Interagency Coordination, *continued*

21. *continued*

States	Initiatives That Support Comprehensive Services
NM	Joint ICC and IDEA Panel committees to address Early Childhood Transition and development of a state recommended IFSP-IEP form (parents, Department of Education, Department of Health, Head Start, Children, Youth and Families Department, Child Care, early intervention providers, preschool staff, special education directors); statewide training on the use of professional judgement when determining eligibility as DD (Center for Development and Disability, UAP at University of NM, and Department of Special Education and Communication disorders at NM State University; statewide training on Preschool Standards and Benchmarks; Development of full day kindergarten programs with a literacy component (intradepartmental collaboration at State Department of Education with Evenstart, Curriculum and Instruction and TANF); training of paraeducators (Education, Health, Head Start, child care, IHEs).
NV	Information and referral service; statewide resource library; joint training with Part C regarding transition.
NY	Early Childhood Direction Centers (information and referral for children with disabilities, birth to 5).
OH	Ohio Family and Children First; Head Start Collaboration Grant; Joint Training; Head Start Disabilities Agreement; Head Start/ Child Care Partnerships; Program Licensing revision with the Ohio Department of Job and Family Services; National Governors' Association Grant to build public and political support for universal access.
OK	Involved with Department of Health, EI Division Child Health and Guidance Service; Oklahoma Commission on Children and Youth; Department of Human Services, Maternal and Child Care; Head Start and Tribal Head Start; University Affiliated Programs; University of Oklahoma Health Sciences Center.
OR	We are working with a number of other agencies on developing comprehensive services at the local level for young children and their families. Some of these agencies include Head Start, Healthy Start, Commission on Children and Families, Adult and Family Services, and the Health Department.
PA	Joint training with the Commonwealth's Part C agency on transition at age three, on-going planning and coordination with the Part C agency, joint training with the PA Head Start Association, and monthly participation in the State ICC.
SC	SEA works collaboratively with the Office of Early Childhood: issues of program quality, assisting in training, program observations, TA, provide and obtain TA for conferences and trainings. Members of the child care community are part of the advisory committee. Early literacy: SEA has workgroup putting together comparison of the various early literacy models being offered across the state, is funding and participating Literacy First initiative in several school districts. Member of interagency committee to look at front end services.
SD	We work with the Part C program during the transition process from Part C to Part B. We are becoming involved with Head Start and the child care programs.
TX	Head Start Collaboration Project, Preschool Interagency Leadership Workgroup, ECI Quarterly Meetings, Early Literacy programs (Kindergarten Teachers Reading Academies), Prekindergarten Guidelines training of trainers, Natural Allies (federally funded grant collaboratively between Part B and Part C for supporting preservice for service providers for young children in inclusive communities settings), Early Transition MOU and Improvement Planning between Part B and Part C, Preschool LRE Initiative.
UT	UT is involved with LICs (Local Interagency Councils), ICC (Interagency Coordinating Council), and Early Childhood Coordinating Council.
WI	Discretionary funds used for Early Childhood Community Councils and committees at the local level. Also, regional discretionary grants support professional development activities that facilitate joint planning and training of school staff, parents, and other community preschool providers. Discretionary grants also support local school districts' attempt to plan and implement an array of options in community and regular education settings.
WV	WV just passed legislation for four-year preschool services. An effort is being made to integrate Title I, Sp Ed, Head Start, Child Care, and other entities that can satisfiy the requirement. Currently, WV has Title I preschool programs in combo with sp.ed. The program standards will incorporate literacy and family partnerships. Training is focused on literacy activities.
WY	With "Project Readiness" SIG funds, we are focusing professional development activities in 4 areas, including early literacy, to promote kindergarten readiness.

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Interagency Coordination, *continued*

22. Section 619 Programs describe the following collaborative planning activities with the Child Care and Development Fund (CCDF):

States	Collaborative Planning Activities
AL	The 619 coordinator is on several planning committees with other representatives of Child Care Programs (e.g., Quality Child Care Consortia).
AZ	Member of the AZ MAP to Inclusive Child Care Project with Dept. of Econ. Security- Child Care Admin.
CO	Involvement of representatives on Early Childhood Leadership Team/Funding. 1 1/2 FTE in our Dept./Joint training initiative for all early childhood providers and parents in communities which apply for a learning cluster grant/training initiative for infant and toddler Child Care providers. Summer Early childhood Symposium.
CT	Working with state Child Care partners to ensure inclusion; joint training and TA on ADA, 504, accommodations; additional subsidies for children with disabilities.
DE	Involvement of a representative of Early Childhood Leadership Team.
FL	Participation on the state level through the STEPS Interagency State Team and MAP to Inclusive Child Care Team; local efforts occurring in 16 CCDF program areas in state.
HI	There is collaboration on planning of state and national conferences and trainings.
IA	Networking with Depts. of Human Services, Public Health and Child Health Specialty Clinics to promote and enhance inclusive child care; Provide technical assistance to Community Empowerment Areas utilizing TANF funds and state funds to enhance early care and education for families and children (0-5 years).
ID	Discussion was held regarding SEA's desire for participation, but no follow-up contact from CCDF has been made.
IL	Collaborative training and technical assistance.
IN	The 619 coordinator serves on the Step Ahead Panel, which reviews the state plan for the CCDF. The 619 coordinator serves on the Special Needs Task Force, which makes recommendations concerning accessible, quality child care for all children to the state agency responsible for CCDF planning. Recommendations for children with disabilities are embedded within the larger framework.
KS	Assisted in determining differential rates for serving preschoolers with disabilities with state TANF-supported child care providers.
KY	Early childhood state specialists are involved in initiatives that are components of the KIDS NOW initiative.
ME	State Planning Team; ICC has a Department of Human Services representative who is responsible for Child Care; MAP to Inclusive Child Care working to increase the number of Child Care programs serving children with disabilities.
MN	Ensuring inclusion; training and TA; additional subsidies for children with disabilities.
MT	No formal link between SEA Section 619 and CCDF has been forged at this time, though Section 619 and CCDF program actively co-participate in the Family Support Services Advisory Council (state ICC).
NC	Hold meetings and participate on the state level, particularly with the new agreement that all public school programs will meet certain Child Care licensing standards; access child care block grant funds for parents who pay a fee for typically developing children for our inclusive classrooms; jointly funded staff development committee and statewide contracts for early childhood inclusion.
NE	Beginning two regional pilot projects in Fall, 2002 to support a full-time EC professional development position in each region. Member of MAP to Inclusive Child Care state team and strategic action plan.
NJ	Recommendations are provided through 619 as requested during joint planning meetings.
NV	Participation of early childhood special education coordinator in planning meetings; ongoing collaboration in use of funds.
OH	Involvement in the development of the state plan required in order to receive funds; provide professional development funds for the Child Care community working with children with disabilities.
OR	Participation on the advisory board; work on subcommittee for children with disabilities.
RI	CCDF funds, in addition to 619 staff and staff from other state level human service agencies, have been used to develop the RI Early Learning Standards.These performance standards describe what all 4 year olds in RI need to know and be able to do upon entering K. These funds have also supported our state-facilitated accreditation project through NAEYC. The Keys To Quality Accreditation project requires that program participants welcome children of all ability levels and that LEAs provide special ed. and related services on-site in those settings.

Interagency Coordination, *continued*

22. *continued*

States	Collaborative Planning Activities
SC	Providing TA and working with group to examine system of program evaluation.
WI	We work together on common goals through the "Wisconsin Early Childhood Collaborating Partners." See our website for more information: www.dpi.state.wi.us/dpi/dlcl/bbfcsp/eccopthm.html and www.collaboratingpartners.com
WV	WV has a strong linkage with child care and around the CCDF funding. We have established a Training Connections and Resources entity with funding from child care, Part C, Sp Ed preschool and Head Start Collaboration funding. Organization is responsible for training, website, documents, basicly acts as a clearing house for early childhood activities. All trainings and most TA include all early childhood entities. Our state early childhood conference is funded by the same entities too. We publish a joint early childhood provider quarterly, 12-month calendar and parent magazine.

23. States offer the following considerations for children with disabilities in their CCDF programs:

Consideration	n	States
Priority for children with special needs in child care subsidies	18	AK, CO, HI, IA, ID, IL, IN, KY, MA, MN, NC, ND, NE, OK, OR, SC, UT, WV
In-home care an option for health or other special needs	14	AK, AL, IA, ID, IL, KY, MA, MN, NC, ND, NE, OK, UT, WV
Enhanced or differential rates paid to providers of children with special needs	14	CT, IA, IL, IN, MA, MN, NC, NE, NJ, OK, OR, UT, WI, WV
Special emphasis on children with disabilities including policy statements or task forces deployed	11	CO, CT, IL, MA, ME, NC, NJ, OK, OR, UT, WV
Model demonstration, training TA to providers	14	CO, CT, IL, IN, MA, ME, MN, NC, NE, NJ, OK, SC, UT, WV
Income requirements adjusted for families with children with documented needs	4	MA, MN, OR, UT
Incentives other than per-child rate	4	MA, OK, SC, UT
Extension of age of eligibility for children with special needs	5	CT, IN, MA, OK, WI

Interagency Coordination, *continued*

24. SEAs have the following collaborative training activities between the SEA and the Child Care lead agency:

States	Collaborative Planning Activities
AK	Coordinate training activities in the state with other early childhood providers.
AR	Pre-K Early Literacy Learning in Arkansas Early Childhood Institute for Preschool Programs with ESL students Social Skills Training: Utilizing The Stop & Think Process Toward Improved Behavior Management and Social Interactions at the Preschool Level
AZ	Many training activities conducted collaboratively, sponsored by a variety of agencies and include Child Care and the SEA.
CO	Jointly fund community Early Childhood Learning Clusters which are designed to provide training to all ECE providers in the community, both public and private providers, including parents. Infant and Toddler Child Care training.
CT	Collaboration to establish/implement a career ladder; registry for continuing education; training curricula regarding disabilities developed and implemented; state school readiness and child day care initiative focus support and TA on disabilities; state accreditation and support projects to support programs working to include children with disabilities; broad-based statewide training and technical assistance relative to comprehensive child and family services, including building collaboratives between early care and education, schools and community.
FL	Joint training/activities/conferences sponsored by a variety of agencies are provided at the local or regional level. As mandated by Florida legislation, a 10-hour training module on behavioral observation and assessment is being collaboratively developed by CCDF. The module is required for licensed child care providers and will ensure that early intervention services for children with disabilities are appropriately integrated into the subsidized child care program.
HI	Annual Hawai'i State Early Childhood Conference.
IA	Established a joint state project to employ a state-level Infant Toddler Coordinator and co-sponsoring training on the "Program for Infant & Toddler Caregivers" developed by WestEd and CA Dept. of Ed.
ID	None
IL	Joint training and collaborative statewide conference.
IN	The Child Care lead agency is also the Part C lead agency. The training activities provided through the Unified Training System are available to Child Care, early intervention, early childhood special education, and Head Start providers and families.
KS	Collaborative activities include School Readiness conferences, assistance with setting differential rates for serving preschoolers with disabilities in state TANF-supported child care providers, online collaborative training calendar, and grant proposals to ED for early childhood teacher training.
KY	Linkages for training are planned through the state level early childhood CORE Team and the KY Institute for Early Childhood Professional Development, of which child care and SEA are both members. Additionally, the five early childhood regional training centers have advisory boards that invite local child care agencies to be a part of the training planning for their region. The SEA and other agencies are involved in all components of the KIDS NOW Initiative.
MA	Linkage with Office of Child Care Services for Interagency Forums on Transition. Collaborating with Office of Child Care Services to conduct a survey to identify gaps in training and professional development opportunities by topic area.
MD	MAP to Inclusive Child Care - second statewide conference for child care providers planned for October 2002.
ME	The Regional Child Care Resource Development Centers sponsor training in NAEYC core areas, of which serving children with special needs is one component.
MN	Project Exceptional; training event on integration/inclusion cosponsored by state early childhood special education and Child Care programs.
MT	The focus of MT's CSPD effort is local and regional, not state-level.
NC	Statewide advisory board on personnel preparation and support for Partnerships for Inclusion, which includes newsletter, and public service announcements on early childhood; there will be joint training on child care licensing standards with the public schools, and there are many local trainings which include Child Care.

Interagency Coordination, *continued*

24. *continued*

States	Collaborative Planning Activities
NE	Training activities between the SEA and Child Care lead agency are collaborative and coordinated by the state Early Childhood Training Center, which is supported by multi-agency funding, primarily the SEA, Part C co-lead agencies and Child Care lead agency. Those specific training activities are available upon request. A major statewide training initiative is First Connections, an internet-based training project for teachers and caregivers working with infants & toddlers, developed by the SEA, Child Care Lead Agency, NE Educational Telecommunications and the University of Nebreska Cooperative Extension Service. Also, see #22 above for new initiative.
NJ	Training is available through the Map to Inclusive Child Care Project. The SEA is involved on the planning team. All SEA training through the 619 program is open to interested Child Care agencies.
NM	We are involved with the MAP to Inclusive Child Care. Also working with Health, Head Start and CYFD on training paraeducators.
NY	Have collaborated on teleconferences on including children with disabilities in day care settings. Trained over 4600 day care staff through this mechanism.
OH	Child Care community invited to all training provided through the SEA technical assistance system; resource and referral agencies also provide professional development activities.
OK	Statewide Training and Regional Support (STARS) and Training Inclusive Child Care-Terrific Opportunities for Children (TIC-TOC).
OR	Developing training for Child Care workers on how to work with children with disabilities.
PA	The Office of Children and Youth was represented on the Steering Committee for the OSEP monitoring.
RI	Implementation of the RI Early Learning Standards Early Childhood curriculum; a wide variety of topics related to NAEYC accreditation.
SC	Announcement of Summer Training for Individuals Working with Preschool Children with Disabilities sent to agency for distribution. Planning to meet later in year to discuss other endeavors.
SD	We are beginning to work with Child Care in the Department of Social Services. We have begun talking about collaborative planning for training activities.
TX	Beginning to establish a shared vision and goals.
UT	Literacy training is provided to Child Care Resource and Referral. Child Care providers are invited to the state and regional preschool special education conferences. Through the Early Childhood Coordinating Council.
WI	The Together Children Grow inclusive childcare materials including a booklet, posters, traveling display, and resource materials. See http://www.dpi.state.wi.us/ccic/pdf/together_ch_g.pdf . We are also involved in a variety of other efforts as in question 22.
WV	All of trainings are offered to all staff in early childhood. Unless, it is special area of technical assistance or need. We offer collaborative training, inclusion, transition, behavioral interventions, DAP etc.,

Personnel

25. SEAs have the following certification/licensure requirements for preschool special education staff:

States	Special Ed. Certification w/o Preschool Specialization	Special Ed. Certification w/o Preschool Endorsement	Special Ed. Preschool Certification/ Licensure	Single Certificate for Early Childhood and EC Special Ed	Comments
AL	3 to 21		0 to grade 3		
AR			0 to 5		
AZ			0 to 5		
CO		0 to 5	0 to 5		
CT				3 to 5	Regular/Special Ed. Early Childhood endorsements
DE	0 to 8	0 to 5	0 to 5	0 to 5	
FL	0 to 21	3 to 5		0 to 4	Preschool Handicapped endorsement and Pre-K/Primary and Preschool Ed. Cert.
GA	Yes	No longer required by available if desired		3 to 5	A teacher with the interrelated special education certificate can teach preschool special ed. as well as all other age levels.
HI	3 to 21				
IA			0 to 6	0 to 8	
ID				0 to grade 3	Endorsement no longer available as of 7/1/02
IL		3 to 5			Special Education or EC certification + Preschool Handicapped
IN	3 to 21				
KY				0 to 5	Early Childhood + Early Childhood Special Education
MA	3 to 8			3 to 8	Reg/Special Education EC
MD		0 to 8			Special Education Generic: Infant/Primary, birth-grade 3
ME				0 to 5	
MN			0 to 7		
MT	3 to 21				
NC				0 to 5	
ND	0 to 8			3 to 6	Certificate in elementary ed. or kindergarten ed. with a Special Education credential (usually Masters Level) in Early Childhood Special Education Ages 3-6
NE			0 to 5	0 to 8	Unified 0 to 8 undergraduate endorsement. ECSE 0 to 8 graduate endorsement.
NJ	3 to 21				Preschool endorsement is available, but not required by the state as a condition of employment as a preschool special education teacher. A preschool special education teacher is required to hold a Teacher of the Handicapped certificate.

Personnel, *continued*

25. *continued*

States	Special Ed. Certification w/o Preschool Specialization	Special Ed. Certification w/o Preschool Endorsement	Special Ed. Preschool Certification/ Licensure	Single Certificate for Early Childhood and EC Special Ed	Comments
NM	0 to 8			0 to 8	EC Certificate Birth to 8
NV	5 to 21	0 to 8	0 to 8	No	
OH					Preschool certification + Special Education endorsement
OK	0 to 21			3 to 8	Certified in 2 areas of special education or early childhood plus special education degree. Do not have ECSE degree.
OR	3 to 21		3 to 8	3 to 8	Implementing competencies for all staff
PA	3 to 21				Early childhood certification accepted for preschool special education programs
RI			0 to grade 3		
SC	Other				Early childhood certification w/next six hours renewal credit in special education, certification in the area of SPED, including speech-language impaired, w/ next six hours renewal credit in ECSPED; certification in speech-language or state license.
SD		0 to 6		0 to 6	ECSE endorsement & Ed. degree covers B to 6
TX	0 to 21	3 to 6	0 to 6		Special Endorsement
UT			0 to 5		
VA			0 to 5		
WI			0 to 8		New guidelines recently aligned with general Early Childhood
WV		3 to 5	0 to 5	0 to 5	
WY			0 to 5		

26. SEAs support for the use of paraprofessionals includes:

Support	n	States
Providing Training to Administrators	21	AR, CO, CT, FL, HI, IA, IL, KS, KY, MA, ME, MN, NC, ND, NM, OK, RI, SC, TX, UT, WI
Providing Training Program	31	AK, AL[1], AR, AZ, CO, CT, FL, GA, HI, IA, ID, IL, IN, KS, KY, MA, ME, MN, MT[2], NC, ND, NE, NM, OK, PA, RI, SC, TX, UT, WI, WV
Defining Personnel Standards	29	AK, AL[1], AR, CO[1], GA, HI, IA, ID, IL, KS, KY, MA, ME, MN, NC, ND, NE, NJ, NM, NY, OK, OR, PA, RI[1], SC[1], SD, TX, UT, WV

Comments added by states:

[1] AL, CO, RI, SC — *In process*
DE — *Left to local option*
[2] MT — *Left to local option*

Transition

27. SEAs have developed or are developing policies allowing 619 funds to provide FAPE to children before their third birthday:

Policy	n	States
Under development	2	GA, NY[1]
Have developed	19	AZ, CO, CT[2], DE, FL[3], HI, ID[4], IL, KS, MA, MD, MN, NE, NM, OH, UT, VA, WI, WV

Comments added by states:

[1] NY — *Currently working on a joint memo with Department of Health, the 0-3 agency*
[2] CT — *For 2-year-olds who will turn 3 within the school year*
[3] FL — *For 3 months to facilitate transition*
[4] ID — *Interagency agreement allows eligible children to begin preschool services in the fall as long as they turn three by December 1st.*

28. The following states have a policy that allows for the use of Part C funds, to provide FAPE, for children past their third birthday:

Policy	n	States
Under development	1	HI
Have developed	16	AK, AZ, DE, FL, GA[1], ID[2], KS, MD, NC, NE, NM, NY, UT, WI[3], WV, WY

Comments added by states:

[1] GA — *Draft*
[2] ID — *If eligible children being served by Part C turn 3 after March 1st, the state interagency agreement allows those children to continue in their Part C placements until school services begin in the fall.*
[3] WI — *Only during summer months; child must have a placement offer for fall*

29. States have developed or are developing agreements for transition from preschool to kindergarten/first grade:

Agreement	n	States
Under development	12	CO, DE, HI[1], KY, MD, MN[2], ND, NJ, SC[3], VA, WV[4], WY
Have developed	3	AR[5], ME, PA

Comments added by states:

[1] HI — *Readiness Task Force, Transition Workgroup*
[2] MN — *Have identified transition as a priority area for State Improvement Plan; developing a "process plan" more than an agreement.*
[3] SC — *Training to interested districts through TEEM, and development of a guide to districts on transition at the indicated times.*
[4] WV — *This will be critical as we move through our new legislation for 4-year programs and it will go across special education*
[5] AR — *Transition procedures are now in the State Rules and Regulations.*

Accreditation and Monitoring

30. States support program accreditation in the following manner:

States	NAEYC	ECERS	State-Developed Process	Other	Comments:
AZ	Yes	No	No	Yes	
CO	Yes	Yes	Yes		
CT	Yes				619 funds set aside for state supported activities, include supporting NAEYC accreditation for programs that provide services to eligible children with an IEP.
GA			Yes		
IA	Yes	No	Yes		
KS	Yes	Yes	Yes		State Child Care R&R supports NAEYC accreditation, Child Care Licensing supports ECERS, and State-developed process is the Quality Standards for Early Childhood Education in Kansas (0-8) used voluntarily by programs, but not for accreditation. Available at www.kskits.org.
KY	Yes	Yes	Yes		Local district programs may "choose" accreditation activities - the state does not endorse one particular process, nor is funding allocated for accreditation.
MD	Yes	No	Yes	No	
NC		Yes		Yes	Within the next 3 years, will become part of the child care 5-star system.
NE	Yes	Yes			
NJ		Yes			
NM			See comment	Yes	The preschool programs are part of public school accreditation (monitoring).
NY				Yes	There is a program approval process.
OH	Yes				
OK	Yes				
RI	Yes	No	Yes		Supports programs (early care and education, preschool special education and K) with NAEYC accreditation through a state-developed process.
SC	Yes	Under consideration	Under consideration		
SD				Yes	Preschool programs for typical children are not accredited by the State. Special Education preschool programs follow state policies and procedures for IDEA and are monitored accordingly.
TX	No	No	No	Yes	Have a Prekindergarten program that must meet the same district requirements as school age programs. At the local level, districts are encouraged to develop local agreements with inclusive community environments used in the continuum of placement options.
UT			Yes		In the process of developing a process.

Accreditation and Monitoring, *continued*

30. *continued*

States	NAEYC	ECERS	State-Developed Process	Other	Comments:
WI				Yes	Preschool special education classrooms housed within the public schools are not required to follow the same licensing standards that community day cares are held to. However, a number of ECSE teachers team with other providers in community settings. Some of those settings have pursued NAEYC accreditation but they must all adhere to the licensing rules of the Wisconsin Department of Health and Family Services. Inspections are conducted through regional offices.
WV					Looking at incorporating ECERS but has not been done yet.
WY	Yes				

31. SEAs conduct, or are planning to conduct, preschool monitoring collaboratively with other agency(ies) in the following ways:

AK	Exploring Part C/Section 619 joint monitoring
AL	Developing a process to do some representative monitoring with Part C
AR	Exploring Part C and Section 619 joint monitoring of Part C transition to Section 619
CO	Beginning to develop joint monitoring with Education, state preschool program, Chapter I, Child Care, Human Services, and Head Start
IA	Iowa conducts preschool monitoring as a part of the LEAs' school accreditation process. LEAs complete information in terms of LRE (based on federal data requirements for 3 - 5 year olds).
ID	Participation of personnel from Part C, Medicaid, and Head Start
ME	Other early intervention personnel serve as monitoring team members
NC	We don't do anything different for preschool monitoring. An SEA monitoring team and addresses 3-21.
NM	Preschool monitoring is part of the general Part B monitoring of districts.
NY	Municipalities participate or comment on reviews
OH	Currently working with Office of Exceptional Children to address a preschool through school-age monitoring system that complements our early childhood monitoring system.
OK	Exploring Part C/Section 619 joint monitoring
OR	Part C/Section 619 are monitored together; some monitoring of birth-to-5 program with Head Start and state preschool reviews.
RI	This is done in conjunction with RI's School Support System (state monitoring process).
WI	While we have separate systems, we coordinate on the information collected by Part C and Part B.
WV	Preschool services are incorporated in monitoring process for all services. Currently, not looking at collaborative monitoring; has been discussed in the past but never implemented.
WY	In collaboration with Division of Developmental Disabilities

Use of IEPs and IFSPs

32. SEAs have developed, or are developing, preschool specific policies and strategies to enhance the involvement of parents in their child's IEP or IFSP.

Policy/ Strategy	n	States
Under development	7	AK, CO, DE, MD, OR, SC, UT
Have developed	20	AL, AR, AZ, CT, GA[1], HI, ID, KY, ME, MN, NC, NE, NM, NY, OH, OK, PA, RI, WV, WY

Comments added by states:

[1] GA — *For ages 3-21*

33. SEAs use, or are considering using, IFSPs for preschool services.

IFSP Use	n	States
Use IFSPs as a result of statewide policy for all preschool services	2	ME, OR
Are collecting data for future decision making	1	NE[1]
Allow local discretion in using IFSPs	17	AK, AZ, CO, CT, FL, HI, ID, IL, KS, NC, ND, NM, NY, OH, RI, UT, WV[2]
Use Interagency Plan for ages 3-21	1	MN

Comments added by states:

[1] NE — *Currently funding 3 regional pilot projects using combination IFSP/IEPs for children B-5.*

[2] WV — *Developed an IFSP/IEP comparison guide.*

Family-Centered Services

34. SEAs work with the Parent Training and Information Center(s) (PTIs) in their state in the following ways:

Activity	n	States
Special projects	28	AK, AL, AR, CO, CT, DE, HI, IA, ID, IL, IN, KS, KY, MN, MT, NC, ND, NE, NM, NV, OR, RI, SC[1], SD, UT, VA, WI, WY
Shared resources	23	AK, AL, AZ, CO, DE, HI, ID, IL, IN, KS, ME, MN, NC, NE, NJ, NM, NV, OK, PA, RI, SC, VA, WI
Provision of technical assistance	28	AR, AZ, CO, DE, GA[2], HI, ID, IL, IN, KS, MA, MN, MT, NC, ND, NE, NM, NV, OK, OR, PA[4], RI, SC, SD, UT, VA, WI, WY
Joint conferences	18	AZ, CO, CT, DE, HI, ID, IL, IN, KS, MN, NC, NM, NV, OK, RI, UT, VA, WI
Other	17	AK, AR, CO, CT[2], HI[3], ID, ME, NC, NM, OH, OR, PA[4], SD, TX[5], UT, WI[6], WV

Comments added by states:

[1] SC — *SEA provides funding to PTI to provide financial assistance with statewide training initiative.*

[2] CT, GA — PTI *collaborates with SEA on CSPD, develops training initiatives, and provides SEA support.*

[3] HI — *619 Coordinator sits on their board.*

[4] PA — *Provides parent training through Early Intervention TA program and participates in Parent-to-Parent network.*

[5] TX — *PTI representatives on the OSEP/Texas steering committee and improvement planning.*

[6] WI — *See our web site http://www.dpi.state.wi.us/dpi/dlsea/een/parent.html*

35. SEAs support the provision of service coordination to eligible children, 3 through 5 years of age, in the following ways:

SEA Support	n	States
Training/technical assistance	19	AZ, CO, HI, ID, KY, MA, MN, MT, NC, ND, NE, OH, OK, OR, PA, UT, WI, WV, WY
State regulation or policy	15	AZ, HI, KY, MA, MD, ME, MN, ND, NJ, NM, OK, OR, PA, UT, WY
Funding	14	AZ, GA, HI, KS, KY, MA, MD, MN, ND, OH, OK, PA, WV[1], WY

Comments added by states:

[1] WV — *Medicaid pays for service coordination. Looking at expanding service coordination B-8.*

Outcomes Measures

36. SEAs evaluate the outcomes of its Preschool 619 programs in the following ways:

Evaluation	n	States
Outcomes/ efficacy study planned/ underway	6	AR, DE, IA, MN, NY, UT
Outcomes/ efficacy study completed	4	DE, NC, PA, UT
Have child outcomes	12	AL, AZ[1], CT, GA, IN, KY[2], ME, NM, OH, OR, PA, UT
Have program outcomes	8	CT, GA, ND, NM, NY, OK, OR, PA

Comments added by states:

[1] AZ — *These are measured via our monitoring system*
CO — *In development*
[2] KY — Currently in development.

37. The following SEAs have preschool-specific indicators as part of the required Part B Performance Indicators:

n	States
19	AL, AZ[1], GA[2], IL, IN, KS, MD, ME, NM, NY, OH, OK, PA, RI, SC, SD, UT, VA, WI[3]

Comments added by states:

AR — *In process of being added*
[1] AZ — *These performance indicators are part of our monitoring system.*
CO — *In development*
[2] GA — *In process*
[3] WI — *Also working on Packard Foundation Student Readiness Indicators Project.*

Pre-Kindergarten Initiatives

38. States have the following general education pre-kindergarten services:

Service	n	States
Public Pre-K	5	CT[2], GA[3], NY, OK, WI[6]
Title 1 Pre-K	18	AL[1], AR, AZ, CO, CT[2], FL, HI, IA, ID, IN, MD, MN, NC, NE, NJ, OR, UT, WV[1]
State Head Start	26	AK, AL[1], CT[2], DE, GA[3], HI, IL, KY, MA, ME, MN, NC, ND, NJ, NM, NV[4], OH, OK, OR, PA, RI, SC, SD, TX, WI[6], WV[7]
State Funded Pre-K for At Risk	23	AK, AR, AZ, CO, FL, IA, IL, KY, MA, MD, MN, NC, NE, NJ, NY[5], OH, OK, OR, RI, SC, TX, VA, WV[7]
Locally Funded Pre-K	21	AL[1], AR, CO, FL, IA, IL, IN, KY, ME, MN, NC, NE, NJ, OH, OK, OR, PA, SC, SD, UT, WI[6]

Comments added by states:

[1] AL — *Pilot state and grant funded Pre-k programs*

[2] CT — *State School Readiness Program, Family Resource Centers*

[3] GA — *Services are available and fully funded for all 4-year-olds.*

MT — *No services at this time*

[4] NV — *Began a program last year known as Comprehensive Early Childhood that is to provide preschool for 4-year-olds. It is funded for 2 years, and will serve a small proportion of the population.*

[5] NY — *Phasing in services to be available to all 4-year-olds*

[6] WI — *Funds school district programs as 4-year-old kindergarten as part of the state school funding system. If offered by a school district, they are universally available. They are not considered Pre-K but rather 4 K.*

[7] WV — *Have legislation establishing 4-year-old programs but the legislation has a 10-year phase-in for services but plans for delivering services are due August 2003.*

Initiatives for Special Populations

39. SEAs have the following special initiatives for specific populations or needs:

Initiative	n	States
Traumatic brain injury	6	AR, AZ[1], HI, SC, WI, WV
Fetal Alcohol Effects/ Syndrome	2	AR, MN, NM
Deaf	11	AR, DE, FL, KY, MN, NE, NJ, NM, OK, SC, WI, WY
Blind	10	AR, DE, FL, IA, KY, NE, NJ, NM, OK, SC, WI
Assistive technology	16	AR, AZ[1], FL, HI, ID, IL, MD, MN, ND, NJ, OK, PA, SC, UT, WI, WV
Deaf/ Blind	15	AR, DE, HI, IA, KY, MD, MN, NE, NJ, NM, OK, SC, UT, WI, WV
Mental health needs	10	AR, CT, DE, HI, IA, KY, MN, NE, NM, OR, UT
Challenging behavior	18	AL, AR, AZ[1], CT, DE, FL, HI, IA, ID, IL, MN, NJ, NM, OK, OR, SC, UT, WV
Autism	26	AR, CO, CT, DE, FL, HI, IA, IL, MA, MD, MN, NC, ND, NE, NJ, NM, OK, OR, PA, RI, SC, SD, UT, VA, WI, WV

Comments added by states:

[1] AZ – *These initiatives are for older children but can include preschool as well.*

OH – *Currently working on mental health issues that may need to be addressed.*

Special Education Mandates and Legislation

1. The chart below indicates the age at which children with disabilities are eligible under state policy to receive a free appropriate public education (FAPE).

Birth	Age 2	Age 3
American Samoa Commonwealth of Northern Mariana Islands Federated States of Micronesia Guam Iowa Maryland Michigan Minnesota Nebraska Palau Puerto Rico	Virginia	Alabama Alaska Arizona Arkansas California Colorado Connecticut Delaware District of Columbia Florida Georgia Hawai'i Idaho Illinois Indiana Kansas Kentucky Louisiana Maine Marshall Islands Massachusetts Mississippi Missouri Montana Nevada New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah Vermont Virgin Islands Washington West Virginia Wisconsin Wyoming

Special Education Mandates and Legislation, *continued*

2. The chart below indicates the school year in which states ensured FAPE for all children with disabilities, beginning at 3 years of age. *(Refer to the chart on the previous page for the 12 states which assure FAPE below age 3.)*

1973-1974	Illinois Michigan Wisconsin
1974-1975	Alaska Texas
1975-1976	Iowa Virginia
1976-1977	Massachusetts Rhode Island South Dakota
1977-1978	American Samoa Louisiana New Hampshire
1978-1979	Maryland
1979-1980	Nebraska
1980-1981	Hawai'i
1981-1982	Guam Virgin Islands
1983-1984	District of Columbia New Jersey
1985-1986	North Dakota Puerto Rico Washington
1986-1987	Minnesota
1987-1988	Bureau of Indian Affairs[1]
1988-1989	Utah
1989-1990	Idaho Palau
1990-1991	Montana Nevada Northern Mariana Islands Wyoming
1991-1992	Alabama Arizona Arkansas California Colorado Connecticut Delaware Florida Georgia Indiana Kansas Kentucky Maine Marshall Islands Mississippi Missouri New Mexico New York North Carolina Ohio Oklahoma Pennsylvania South Carolina Tennessee Vermont West Virginia
1992-1993	Oregon
1993-1994	Department of Defense (overseas) Federated States of Micronesia

[1] BIA is no longer responsible for assuring FAPE for preschool children with disabilities.

Preschool Program Data

Comparison of Growth in 619 Preschool Program with Federal 619 Appropriations

Key:

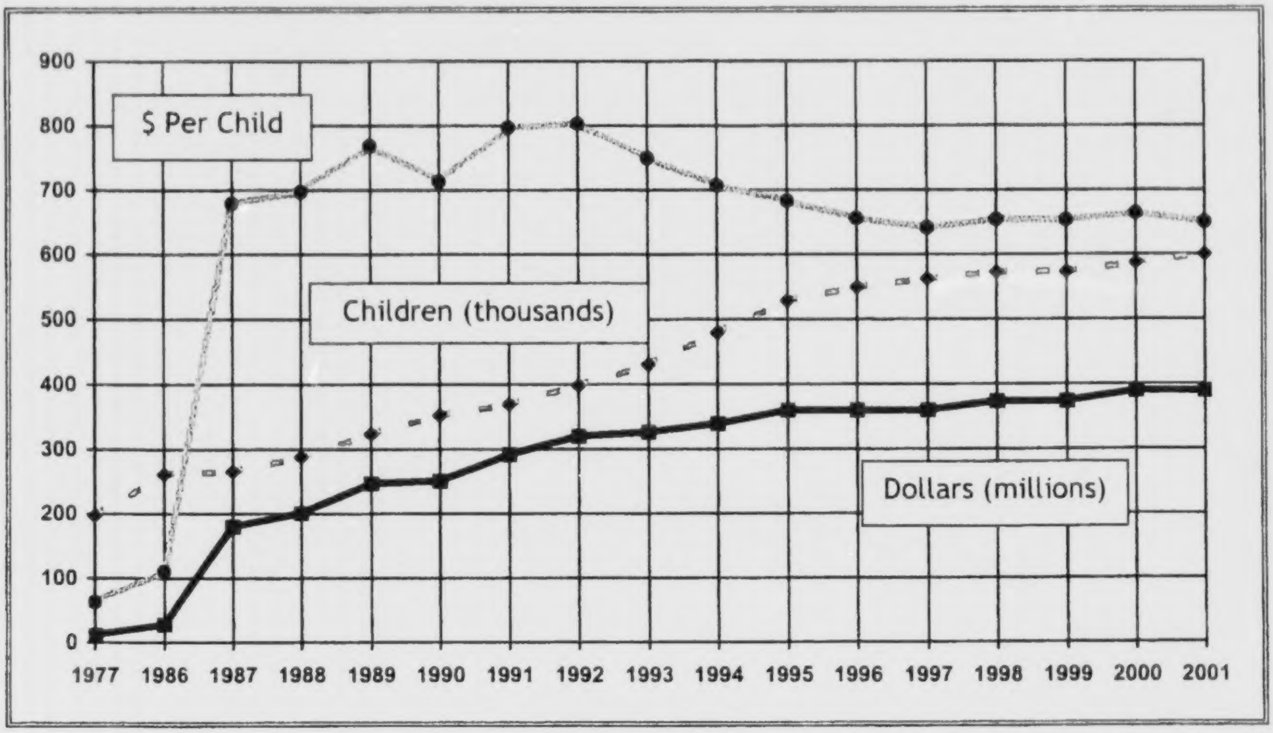
Dollars (millions) appropriated for distribution to states

Children (thousands) receiving FAPE on December 1 of each federal fiscal year

$ Per child allocation of 619 dollars

Federal fiscal year — For example, in FFY 1986, 261,000 children were reported to be receiving services as of December 1, 1985.

FFY	'77	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01
Dollars (millions)	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390
Children (thousands)	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587	599
$ Per Child	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664	650



Preschool Program Data

Number of children, 3 through 5 years old, served under Part B of IDEA on December 1 of the federal fiscal year:[1]

State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
AL	2,941	2,666	6,987	8,243	10,115	6,934	7,327	7,712	8,241	8,527	8,594	8,199	8,195	7,499	7,335	7,554
AK	759	767	981	1,145	1,398	1,133	1,299	1,490	1,712	2,068	2,015	1,847	1,839	1,754	1,633	1,637
AS	5	4	20	43	42	48	35	34	32	52	53	43	79	58	55	48
AZ	2,309	2,623	2,745	3,578	3,917	3,917	4,925	5,941	6,574	7,292	7,846	8,271	8,571	8,876	9,076	9,114
AR	2,465	2,505	2,534	3,101	3,713	3,826	4,436	4,865	5,176	6,943	7,538	7,892	8,368	8,677	9,031	9,387
BIA	297	274	644	N/a	868	1,092	1,092	N/a	N/a	N/a	N/a	N/a	276	N/a	386	N/a
CA	21,081	23,709	29,138	33,341	37,029	39,466	43,338	46,628	50,966	54,193	54,888	55,722	57,511	56,837	58,491	57,651
CO	1,653	1,409	2,126	2,624	2,804	3,110	3,795	5,356	6,009	6,760	7,153	7,255	7,509	7,814	8,067	8,209
CT	4,533	4,506	4,793	4,589	4,819	5,185	5,552	6,103	7,816	7,268	8,006	7,919	7,801	7,443	7,275	7,172
DE	730	709	822	845	1,382	1,493	1,349	1,771	1,913	2,010	1,941	1,847	1,619	1,664	1,641	1,652
DC	374	370	398	301	273	212	260	254	238	338	387	347	384	409	560	374
FL	8,448	8,947	10,487	11,412	12,556	13,521	14,615	17,274	19,799	25,781	27,080	27,048	27,747	28,233	29,363	30,660
GA	4,166	4,442	4,981	6,295	7,121	6,514	7,879	9,957	11,449	12,791	13,314	14,293	14,331	15,134	15,922	16,560
GU	64	63	113	182	132	187	187	167	137	173	187	171	167	156	195	205
HI	499	581	621	679	726	782	930	900	1,074	1,199	1,306	1,433	1,560	1,646	1,860	1,919
ID	1,488	1,270	974	1,138	3,069	2,495	2,383	2,571	2,606	2,974	3,065	3,213	3,401	3,466	3,626	3,591
IL	20,402	22,076	19,964	19,163	20,387	24,010	23,050	23,116	24,737	25,018	24,967	27,976	27,209	27,524	28,193	28,519
IN	5,030	5,099	5,046	4,660	4,796	4,862	7,519	8,891	10,057	11,065	12,261	13,075	13,234	13,778	14,499	15,101
IA	5,144	4,929	5,072	5,137	5,092	5,405	5,402	5,443	5,643	5,673	5,837	5,865	5,907	5,578	5,599	5,580
KS	2,671	2,891	2,855	2,967	2,919	3,394	4,042	4,589	5,376	5,856	6,135	6,369	6,629	6,933	7,334	7,894
KY	4,266	4,343	6,861	7,735	9,066	9,810	12,178	12,632	12,690	14,009	14,683	15,020	14,998	15,161	15,913	16,372
LA	5,185	5,130	5,162	5,750	6,057	6,352	6,855	7,946	9,005	9,658	9,588	9,495	9,554	9,495	9,671	9,957
ME	2,517	2,148	2,865	2,756	2,937	2,861	2,441	2,628	2,831	3,268	3,553	3,693	3,676	3,690	3,954	3,978
MD	6,114	5,971	6,150	6,423	6,959	7,134	7,775	7,875	8,607	9,052	9,490	9,790	9,646	9,714	9,750	10,003
MA	7,218	8,041	8,034	9,455	9,960	9,657	10,085	10,278	11,038	14,267	14,241	14,535	15,116	15,382	14,568	14,328
MI	12,439	12,517	12,268	13,133	13,166	13,921	13,921	15,012	15,464	17,672	18,241	18,411	18,877	18,983	19,119	19,937
MN	8,146	8,731	8,934	8,443	8,495	8,637	8,994	9,633	10,284	10,758	10,781	10,916	11,111	11,327	11,370	11,523
MS	1,705	2,841	4,854	5,060	5,219	5,499	4,565	5,018	5,694	6,451	6,607	6,227	5,994	6,046	6,812	6,944
MO	5,914	5,297	4,836	4,307	3,906	3,935	5,127	6,148	6,986	7,975	8,395	8,744	9,530	9,698	10,683	11,307
MT	1,552	1,404	1,420	1,358	1,461	1,711	1,782	1,863	1,810	1,721	1,813	1,732	1,721	1,688	1,614	1,607

State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
NE	2,853	2,750	2,666	2,666	2,577	2,498	2,764	2,953	3,002	3,313	3,312	3,311	3,617	3,656	3,707	3,724
NV	886	844	871	955	1,016	1,392	1,818	2,310	2,619	2,900	3,166	3,261	3,345	3,531	3,664	3,676
NH	1,027	1,105	1,118	1,187	1,236	1,229	1,259	1,381	1,736	1,996	2,170	2,289	2,251	2,190	2,193	2,387
NJ	13,990	12,506	13,095	13,552	13,875	14,390	14,719	14,978	15,554	15,945	16,639	16,718	16,867	15,998	16,058	16,361
NM	1,250	1,249	1,268	1,583	1,662	2,185	2,185	3,067	3,534	4,116	4,563	4,684	4,943	5,133	5,115	4,970
NY	6,240	5,410	3,265	16,640	22,011	26,013	28,990	32,459	40,029	45,009	48,536	49,673	49,628	50,616	50,140	51,623
NC	5,760	5,541	6,682	7,928	9,898	10,482	10,966	12,704	14,109	15,141	16,671	16,622	16,977	16,880	17,361	17,361
ND	1,051	1,006	1,021	1,123	1,100	970	992	981	1,062	1,119	1,169	1,156	1,164	1,197	1,283	1,247
MP	0	26	173	190	21	211	211	15	23	22	36	46	52	51	48	53
OH	7,737	7,205	7,359	7,326	8,370	9,760	10,960	15,608	16,347	18,193	18,204	18,279	18,666	18,572	19,341	18,664
OK	5,715	5,635	5,388	5,317	5,402	5,134	5,297	5,510	5,144	4,970	5,312	5,292	5,645	5,805	6,077	6,393
OR	1,219	1,177	1,297	1,205	1,257	1,123	1,203	4,900	3,458	5,648	6,097	7,033	5,965	6,128	6,387	6,926
PW	0	0	0	0	0	13	13	12	17	10	Note 3	Note 3	Note 3	5	11	10
PA	7,668	7,134	9,533	13,339	15,565	14,432	13,814	15,627	15,296	19.760	20,586	20,495	21,106	19,652	19,976	20,401
PR	1,711	2,279	2,887	3,154	3,154	3,345	3,345	4,375	4,584	3,331	3,545	4,474	5,255	5,559	6,274	7,746
RI	1,189	1,200	1,390	1,451	1,431	1,624	1,740	1,877	2,061	2,131	2,333	2,456	2,559	2,510	2,651	2,614
SC	5,211	5,671	6,973	7,334	7,893	7,941	7,915	8,569	9,072	9,904	10,324	10,500	10,931	10,937	11,352	11,775
SD	1,995	1,813	1,844	1,858	1,947	2,076	2,193	2,260	2,202	2,227	2,176	2,153	2,168	2,164	2,267	2,286
TN	6,487	6,746	6,548	6,937	7,045	7,400	8,529	9,110	9,666	9,825	10,151	10,092	10,238	10,291	10,690	10,699
TX	19,689	20,137	20,989	21,471	21,928	22,897	24,797	26,416	28,306	30,647	32,262	32,984	34,398	34,846	36,079	36,442
UT	2,243	2,093	2,158	2,358	2,792	3,159	3,304	3,842	3,894	4,568	4,861	5,217	5,327	5,710	5,910	5,785
VT	474	487	500	541	574	535	882	936	993	1,305	1,215	1,309	1,241	1,226	1,391	1,638
VI	52	0	66	104	78	55	80	76	65	118	133	173	213	180	167	102
VA	9,133	8,944	8,987	9,053	8,918	9,811	10,755	11,252	12,161	12,921	13,220	13,598	14,318	13,713	13,926	14,363
WA	5,571	6,562	7,259	8,252	9,040	8,834	9,659	10,631	11,746	12,830	12,565	12,003	12,001	11,799	11,623	11,760
WV	2,512	2,813	2,749	2,682	2,774	2,533	3,254	3,587	3,847	4,461	4,842	5,119	5,174	5,301	5,409	5,445
WI	8,799	8,934	9,271	9,341	9,765	10,325	10,845	12,174	12,642	13,072	13,545	13,924	13,707	13,708	13,934	14,378
WY	354	301	417	465	1,153	1,219	1,346	1,384	1,484	1,495	1,556	1,532	1,569	1,616	1,667	1,698
Grand Total:	**260,931**	**265,831**	**288,459**	**321,875**	**352,866**	**368,689**	**396,973**	**441,089**	**478,617**	**527,789**	**549,154**	**561,748**	**571,888**	**573,637**	**588,300**	**599,678**

[1] For example, for fiscal year 1986, a total of 260,931 children was reported to be receiving services as of December 1, 1985.
[2] Data updates as of August 1, 2001.
[3] Funding determined per provisions of the Compact of Free Association, effective October 1, 1994.

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Eligibility Policies and Practices for Young Children Under Part B of IDEA

by Joan Danaher

The identification of young children in need of special education and related services has been an issue with advocates, service providers, parents, researchers, and policy makers for years. The enactment in 1975 of the Education for All Handicapped Children Act (P. L. 94-142) required states and jurisdictions to provide special education and related services to children identified by the disability categories enumerated in the law (hereinafter referred to as Part B categories). This hard-won legislation was deemed an important civil rights act for children with disabilities, and it was important to specify just who was protected by this law.

As implementation of this legislation continued throughout the late 1970s and into the 1980s, concerns were raised in some quarters about how applicable and appropriate some of the disability categories are for very young children. The research community was, and remains, concerned that in young children, some developmental domains are so interrelated — e.g., cognition and language — that the underlying disability may not be readily determined. The emphasis on assignment of a disability category in order to provide access to services may result in inappropriate diagnoses and services. Some advocates maintain that labelling children with some disabling conditions in their early years creates a self-fulfilling prophecy and unfairly stigmatizes children who, with early intervention, may not continue to need special education.

In response to these concerns and to support states that had begun using noncategorical eligibility criteria for preschoolers, Congress incorporated several revisions addressing eligibility for preschoolers in subsequent reauthorizations of the law. In 1986, P. L. 99-457 — which encouraged states to serve all eligible children with disabilities from age 3 — relieved states of reporting to the U. S. Department of Education the numbers of 3- through 5-year-olds served by disability category. In 1991, P. L. 102-119 amended the law, by then renamed the Individuals with Disabilities Education Act (IDEA), to allow states, at their option, to incorporate an additional disability category for children, ages 3 through 5 years, who are experiencing developmental delays.

Continued...

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More recently, the IDEA Amendments of 1997, P. L. 105-17, expanded the options that state and local education agencies (LEAs) have to identify young children with disabilities. States and locals may now apply the term developmental delay, or a term defined by the state to include children experiencing developmental delay, to 3- through 9-year-olds or a subset of this age group. The regulations for P. L. 105-17 charge the states with defining developmental delay, the age range to which it applies, and the diagnostic instruments and procedures that will be used to determine delay in the developmental areas. If the state has such a definition, LEAs may choose to use it, applying it to the age range specified by the state, but they may not use a locally defined term. The Part B disability categories currently included in IDEA are presented in Table 1. Table 2 presents the Part B regulations for developmental delay. It should also be noted here that P.L. 105-17 reinstated a reporting requirement that children ages three through five served under Part B of IDEA be counted by disability category.

Table 1
Part B Disability Categories Under IDEA

§1401. Definitions

Except as otherwise provided, as used in this chapter:

(3) Child with a disability

(A) In general — The term "child with a disability" means a child—

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, needs special education and related services.

(B) Child aged 3 through 9 — The term "child with a disability" for a child aged 3 through 9 may, at the discretion of the State and the local educational agency, include a child—

(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(ii) who, by reason thereof, needs special education and related services.

IDEA Amendments of 1997; *20 U.S.C. §1401 (3)*

In response to states' interest in whether or how other states are using developmental delay or other eligibility category specific to 3- through 9-year-olds, the author, at NECTAC, analyzed the current eligibility classifications and criteria as retrieved on the World Wide Web and/or provided by the coordinators of the state Part B-Section 619 programs, including the District of Columbia, American Samoa, and Guam, 53 jurisdictions in all.

Periodically data presented in this report are sent to the coordinators for their review. The corrections and clarifications provided by the coordinators have been incorporated into this report. The results of the analysis are discussed below and are summarized in Table 3. Table 4 details each state's chosen disability term(s) for early childhood, the age range to which it applies, criteria for eligibility under that term, use of other Part B disability categories, restrictions on use of the early childhood disability category, and other comments. These data are maintained by the author at http://www.nectac.org/pubs/pdfs/nnotes9.pdf

Findings

The analysis revealed variations among state policies in terminology, age range assigned to the category, eligibility criteria, and restrictions on its use:

Disability Terminology Used for Young Children

State eligibility policies for young children under Part B of IDEA have evolved to reflect best practice and to respond to changes in the federal law. Fifty-one of the fifty-three jurisdictions included in this analysis include a disability category unique to young children, including one state that offers LEAs the option of a non-categorical approach to identification of eligible children of all ages. Thirty-five (35) states and Guam have chosen to use "developmental delay" or a variant such as "significant developmental delay" as a disability category for eligible young children, ages three through 9, or a subset of that age range. For years pre-dating the addition of developmental delay as a disability category under Part B, some states chose to use more generic descriptors of disability for young children or may even have adopted non-categorical eligibility policies for all ages. Terms such as "preschool delay," "preprimary impaired," "preschool special needs," among others were adopted by states to more appropriately address the unique developmental status

Table 2
IDEA Regulations Related to Developmental Delay for Children Ages 3 Through 9 Years

§300.7 Child with a disability.

(a) General. (1) As used in this part, the term child with a disability means a child evaluated in accordance with §§300.530-300.536 as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(2)(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under §§300.530-300.536, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.

(ii) If, consistent with §300.26(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

(b) Children aged 3 through 9 experiencing developmental delays. The term child with a disability for children aged 3 through 9 may, at the discretion of the State and LEA and in accordance with §300.313, include a child—

(1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(2) Who, by reason thereof, needs special education and related services.

§ 300.313 Children experiencing developmental delays.

(a) Use of term developmental delay. (1) A State that adopts the term developmental delay under §300.7(b) determines whether it applies to children aged 3 through 9, or to a subset of that age range (e.g., ages 3 through 5).

(2) A State may not require an LEA to adopt and use the term developmental delay for any children within its jurisdiction

(3) If an LEA uses the term developmental delay for children described in §300.7(b), the LEA must conform to both the State's definition of that term and to the age range that has been adopted by the State.

(4) If a State does not adopt the term developmental delay, an LEA may not independently use that term as a basis for establishing a child's eligibility under this part.

(b) Use of individual disability categories. (1) Any State or LEA that elects to use the term developmental delay for children aged 3 through 9 may also use one or more of the disability categories described in §300.7 for any child within that age range if it is determined, through the evaluation conducted under §§300.530-300.536, that the child has an impairment described in §300.7, and because of that impairment needs special education and related services.

(2) The State or LEA shall ensure that all of the child's special education and related services needs that have been identified through the evaluation described in paragraph (b)(1) of this section are appropriately addressed.

(c) Common definition of developmental delay. A State may adopt a common definition of developmental delay for use in programs under Parts B and C of the Act. (Authority: 20 U.S.C. §1401(3)(A) and (B))

Assistance to States for the Education of Children with Disabilities Rule (2001).

Table 3

Summary of State Eligibility Classifications and Criteria for Young Children Under Part B of IDEA

Disability Terms Used and Age Ranges

Developmental delay is used by a total of 35 states and Guam. Nineteen (19) states extend the age range for developmental delay beyond age 5:

Birth	through 5	(3)	GU, ME, and MS
Age 3	only	(1)	DE
Ages 3	through 5	(12)	CT, FL, IL, IN, MD, MO, NV, OR, PA, RI, SD, and WI
	through 6	(1)	MN
	through 7	(4)	GA, NC, OK, and UT
	through 8	(8)	AL, AK, HI, KY, LA, NE, VA (2 through 8), and WA
	through 9	(5)	ID, MA, NH, NM, and TN
Ages 6	through 9	(1)	KS

In addition, Iowa permits LEAs to use a categorical or noncategorical approach for all ages and Idaho LEAs may apply for and use a noncategorical waiver.

Other disability terms are designated by 17 states for some or all of the age range 3 through 9. (American Samoa and DC use the Part B categories only).

AZ	Preschool moderate delay, preschool severe delay, preschool speech/language delay
AR	Noncategorical
CA	Individual with exceptional needs
CO	Preschool child with a disability
IA	Noncategorical model or categorical (for all ages)
KS	Early childhood disability (ages 3 through 5, use DD for ages 6 through 9)
MI	Preprimary impaired
MT	Child with disabilities (ages 3 through 5)
NJ	Preschool disabled
NY	Preschool student with a disability
ND	Noncategorical delay
OH	Preschool child with a disability
SC	Preschool child with a disability (ages 3 through 5; piloting Significant DD for ages 6 through 8)
TX	Noncategorical early childhood
VT	Eligible for essential early education
WV	Preschool special needs
WY	Developmental disability

Policy Changes in Process/Under Consideration

Two (2) states are *piloting* extension of developmental delay beyond age 5.

SC (Piloting Significant Developmental Delay for ages 6 through 8)

TN (Piloting Severe Developmental Delay in 6 districts as an additional category for ages 6 through 9; currently use Developmental Delay for ages 3 through 9)

Five (5) states report being in various stages of *considering* the age range for "developmental delay" or another noncategorical term that they use for preschool-aged children: *considering extending, planning a study or pilot of extension, or in the policy change process.*

AZ (through age 8)
IN and MD (through age 7)
CT (through age 6)
ME (age range unspecified)

Two (2) states are *adopting* or *considering* the category of "developmental delay" and an age range.

DC and MT (age range unspecified)

Use of Developmental Delay (or other state-designated early childhood disability term)

Ten (10) states use developmental delay, or other disability term, for the age range to which it applies, *only after considering* other disability categories.

AK, CO, ID, MI, NM, ND, TN, UT, WI, and WY

Thirty-four (34) states add developmental delay to the list of Part B disability categories.

AL, CO, CT, FL, GA, HI, IL, IN, KY, LA, ME, MD, MA, MI, MN, MS, MO, NE, NV, NH, NJ, NM, NC, ND, OR, PA, RI, SD, TN, TX, UT, VA, WI, and WY

Seven (7) states use developmental delay to subsume all other Part B categories.

CA, KS, MT, OH, SC, WA, and WV

Six (6) states use developmental delay to subsume disabilities such as learning disability, mental disability, emotional disability, and/or autism.

AZ, AR, DE, ID, NY, and TX

Eligibility Criteria

Forty-one (41) states use quantitative criteria for determining developmental delay or state-designated early childhood disability category.

Thirty-three of the thirty-six (33 of 36) states that use standard deviations use 2.0 SD below the mean in one developmental area and/or 1.5 SD below the mean in 2 developmental areas. (Range 1.0 SD in one area – 3.0 SD in one area).

Sixteen of the eighteen (16 of 18) states that use percent delay specify criteria within the range of 20 - 33% delay in one or two developmental areas. (Range 10-50%)

A total of twenty-eight (28) states permit eligibility based on other than quantitative scores, including team consensus, diagnosed conditions, and/or locally determined criteria.

Thirteen (13) states specify quantitative criteria but expressly permit informed team consensus, professional judgment or informed clinical opinion in lieu of quantitative criteria.

CO, DE, FL, HI, ID, KY, ME, MD, MN, MO, NE, NM, and NC

Eleven (11) states expressly permit eligibility based on the diagnosis of a condition associated with a disability. Also note that eligibility criteria for other categories such as mental disability or other health impaired may include diagnosed condition.

CA, CO, MD, MN, MS, NE, NJ, ND, RI, VT, and WI

Eleven (11) states do not specify quantitative criteria, but may provide guidance, and/or permit LEAs to set criteria.

CA, CT, IL, IA, KS, MA, NH, NJ, ND, TX, and VA

One (1) state establishes eligibility if a child received special instruction, developmental therapy services or speech services on an IFSP under Part C.

VT

of young children and to avoid premature and self-fulfilling labeling. Seventeen states use terms other than developmental delay for disability in young children. Please note that two states use *both* developmental delay and another term unique to preschool. Finally, only two of the fifty-three jurisdictions reviewed for this paper do not use an eligibility category specific to early childhood. This number is down from seven in 1998. Each state's terminology, definition and criteria, and age range is shown in Table 4.

Age Ranges Used by States for Developmental Delay

IDEA '97 provided for the extension of developmental delay by allowing states to adopt the term for the age range 3 through 9, or any subset of that age range. To date, a total of nineteen (19) states extend developmental delay beyond age five: one through age 6; four through age 7; eight through age 8; five through age 9; and, one uses developmental delay for ages 6 through 9. Additionally, one state is piloting significant developmental delay for ages 6 through 8. Two states permit LEAs to use a non-categorical approach. Section 619 Coordinators report that ten states are engaged in pilot studies or policy changes regarding adopting or extending the age range for developmental delay.

Relationship between Developmental Delay and Other Part B Categories

State policies also vary in the relationship of the developmental delay, or other disability category used in early childhood, to the other disability categories. Thirty-four (34) states add developmental delay to the list of Part B disability categories used for eligibility. Some state policies are constructed such that developmental delay subsumes or is a substitute for all, or some of, the other disability categories. Seven (7) states define developmental delay as subsuming all of the other Part B disability categories. In six (6) other states developmental delay subsumes some, but not all, of the other Part B categories. Thus a state might have as eligibility categories developmental delay and the other disability categories except for learning disability, mental disability, and emotional disability. There may be different reasons why states have constructed their policies in this manner. One may be to serve children for whom determination of a specific disabling condition is unclear. For example, speech delays may result from a number of causes. A second purpose may be to substitute developmental delay for some of the more stigmatizing disability terms such as emotional disturbance.

Ten states limit the use of developmental delay to those children who do not qualify for one of the other disability categories. This "last resort" policy may serve the purpose of identifying children who "fall through the cracks" in the early years only to be referred for special education services later. Each state's use of other Part B disability categories, and any restrictions on use of developmental delay, or other early childhood disability category, is shown in Table 4.

Eligibility Criteria for Developmental Delay

The criteria for developmental delay vary across states. Forty-one (41) states use quantitative criteria such as scores on developmental tests. Thirty-three (33) of the thirty-six (36) using norm referenced criteria use 2.0 standard deviations (SD) below the mean in one developmental area and/or 1.5 SD below the mean in two or more developmental areas. The range is 1.0 SD in one area to 3.0 SD in one area. Eighteen (18) states define delay in percentages. Sixteen (16) of them specify a delay in the range of 20 to 33 percent in one or two developmental areas. For example, a 36-month-old child functioning at a 27-month developmental level would be said to have a 25 percent delay.

States do not rely exclusively on quantitative criteria for developmental delay, however. Thirteen (13) states permit informed team consensus, professional judgment, or informed clinical opinion in lieu of test scores to determine eligibility. Eleven (11) states allow eligibility based on a diagnosis of a condition associated with delay or deviation in development. Ten (10) states do not specify quantitative criteria, but may provide guidance, and/or permit LEAs to set the criteria. Finally, one state establishes eligibility for preschool special education based on a child's having received special instruction, developmental therapy services, or speech services through an IFSP under Part C, the Infant and Toddler Program. The child remains eligible for three years following initial eligibility for Part C services.

Conclusion

States have exhibited a strong interest in using the option of a developmental delay eligibility category for young children served by IDEA. Future changes in state eligibility policies may reflect several new provisions related to eligibility policies and practices that are contained in the regulations. These provisions require that:

- ☆ a variety of assessment tools and strategies, including information from parents, be used to gather relevant functional and developmental information to assist in determining eligibility (see 34 C.F.R. §300.532–Evaluation procedures);
- ★ a team of qualified professionals and the parent(s) of the child be involved in the eligibility decision (see 34 C.F.R. §300.534–Determination of eligibility); and
- ☆ the IEP team for each eligible child include the parents of the child (see 34 C.F.R. §300.344–IEP team).

NECTAC will continue to monitor the evolution of states' special education eligibility policies for young children and will make this information available to states and other interested parties. Please address your updates, questions, or clarifications to the author at NECTAC.

References

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Table 4

Summary Table of Early Childhood Special Education Eligibility Criteria in the States, District of Columbia, American Samoa and Guam as of October 2001

How to Read This Table

Column 1 – State abbreviation

Column 2 – Developmental Delay or Early Childhood-Specific Category/Classification and Criteria

- Contains the state's term(s) in quotation marks for disability category used only for young children, typically in the age range 3 through 9 or a subset thereof
- Contains the eligibility criteria or said term(s)
- Criteria for early-childhood-specific eligibility categories typically reference a child's status in one or more developmental areas. The term "area" in this column refers to developmental area. Although states vary somewhat, most list five areas (or some variation thereof): cognitive, language, physical, psychosocial and self-help. SD refers to standard deviations below the mean on a norm-referenced standardized instrument.

Column 3 – Age Range for Developmental Delay or Early Childhood-Specific Category - the age range to which the category in column 2 applies

Column 4 – Use of Part B Disability Categories/Restriction on Developmental Delay or Early Childhood-Specific Category

- "Used" indicates which Part B disability categories are used for children in the early childhood age range designated by the state
- "Subsumed" indicates which Part B disability categories the state includes within its definition or criteria for DD or for its early childhood-specific category; developmental delay is used for categories such as learning disabilities which may be difficult to definitively diagnose in younger children
- "Restriction" indicates whether the state policy is to use developmental delay, or other disability term specific to early childhood, only if the child is not eligible under another category but meets the criteria for developmental delay, or other term

Column 5 – Source and Date

- R -- Rules or regulations
- G -- Guidance document such as Guidelines, Handbook
- L -- State Law, statute, code
- O -- Other - correspondence, memo distributed within the state on implementing eligibility policy
- P -- State's plan and procedures for implementing IDEA submitted to OSEP
- Subscript (pc) - personal communication from Section 619 Coordinator or other state official
- Date on the source document, date effective, or most recent date acknowledged. For example, some state documents on-line may show the most recent date that volume of regulations was updated. It may not mean that the regulations for special education changed on that date. NASDSE's FORUM project has provided leadership in the National State Policy Database and maintains a table of expected state regulations revisions. Many states have revised their regulations very recently or are in the process of doing so.

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
AL	"Developmental delay": 2 SD in one area 1.5 SD in two areas Supporting evidence on criterion-referenced or other norm-referenced instrument and evidence delay adversely affects performance of age appropriate activities	3 through 8	*Used:* All	R 1/01
AK	"Early childhood developmentally delayed": 2 SD or 25% delay in one area 1.7 SD or 20% delay in two areas	3 through 8	*Used:* All *Restriction:* "Early childhood developmentally delayed" used as a last resort	G 9/01
AS	None	N/A	*Used:* All	
AZ	"Preschool moderately delayed": 1.5 SD in two areas "Preschool severely delayed": More than 3 SD in one area "Preschool speech/language delayed": 1.5 SD and assessment indicates child not eligible under a different category *plus* Parent input, comprehensive developmental assessment and preponderance of information	3 to "required age for kindergarten" (LEA may admit child within 90 days of third birthday but receives no state or federal funds until date of third birthday)	*Used:* Hearing, vision impairment *Subsumed:* All others	L 5/00
AR	"Noncategorical": Means a condition of developmental delay which impairs a child's functioning 2 SD in one area 1.5 SD in two areas Delays in self-help and motor skills (gross and fine) can be expressed in months, %ile, or age equivalents using criterion-referenced tests: 3 years: 11 months, <3%ile, 2 yr 1mo or less-one area 8 months, <7%ile, 2 yr 4 mo or less-two areas 4 years: 14 months, <3%ile, 2 yr 10 mo or less-one area 11 months, <7%ile, 3 yr 1 mo or less-two areas 5 years: 18 months, <3%ile, 3 yr 6 mo or less-one area 14 months, <7%ile, 3 yr 10 mo or less-two areas	3 through 5	*Subsumed:* Mental retardation, emotional disturbance, learning disability	R 6/00
CA	"Individual with exceptional needs" has disabling condition per 34CFR§300.7 or, "established medical disability"	3 through 5	*Subsumed:* All	L 1/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
CO	"Preschool child with a disability": 1.5 SD in one area or 7%ile or standard score of 76 *or* Has identifiable condition known to be associated with significant delays in development *or* Informed opinion of assessment team with written documentation	3 through 5	*Used:* All *Restriction:* "Preschool child with a disability" used as a last resort	R 3/99
CT	"Developmental delay": Significant delay in one or more areas	3 through 5	*Used:* All	L 1998
DE	"Developmental delay" – 3-year-olds only (categorical for 4-year-olds): 2 SD in one area 1.5 SD in two areas *or* Professional judgment of IEP team based on multiple sources of information and written justification	3 only	For 3-year-olds - *Used:* Autism, deaf-blindness, hearing impairment, severe and trainable mental disability, physical impairment, traumatic train injury, visual impairment *Subsumed:* Learning disability, emotional disturbance, educational mental disability For 3 and 4 year olds – *Used:* Preschool speech delay For 4-year-olds - *Used:* All others	R 7/00
DC	Uses Part B categories only.	N/A	*Used:* All	
FL	"Developmentally delayed": 2 SD or 25% delay in one area 1.5 SD or 20% delay in two areas *or* Informed clinical opinion	3 through 5	*Used:* All	R 5/00
GA	"Significant developmental delay": 2 SD in one area 1.5 SD in two areas	3 through 7	*Used:* All	R 8/01
GU	"Developmental delay"	B through 5		O 2/01 pc

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
HI	"Developmental delay": 1.5 SD in one area, except if the area is cognitive, then adaptive development must also be 1.5 SD below the mean (3 through 5) 1.5 SD in 3 areas (6 through 8) *or* Team, including parent, determines that patterns of learning deviate from age expectations across settings and provides the basis and method used in determining eligibility	3 through 8 Note: Different criteria for 6 through 8	*Used:* All	R 6/00
ID	"Developmental delay": Used when other disability categories don't apply 2 SD or 30% delay in age equivalency or function at less than the third percentile in one area 1.5 SD or 25% delay in age equivalency or function at less than the seventh percentile in two or more areas *or* Professional judgment LEAs may apply for and use noncategorical waiver.	3 through 9	*Subsumed:* Learning disabled (for 3 through 5) *Used:* All others *Restriction*: "Developmental delay" used as a last resort	R 4/00 and G 4/97
IL	"Developmentally delayed": Meet the criteria of one or more of the other disability categories and are experiencing delay in at least one area	3 through 5	*Used:* All	R 5/00
IN	"Developmental delay": 2 SD in one area 1.5 SD in two areas	3 through 5	*Used:* All	R 6/00
IA	AEAs and LEAs may identify students with disabilities using either a categorical or noncategorical model. "...diagnosis of specific disability, such as autism or sensory impairment may enhance the development and ongoing provision of an appropriate educational program."	N/A	*Used:* All	R 2/00
KS	"Early Childhood Disability": Significant delay in one or more developmental areas	3 through 5	*Subsumed:* All	R 5/00
	"Developmental delay": Definition as per federal regulations	6 through 9	*Used:* All	

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
KY	"Developmental delay": 2 SD in one area 1.5 SD in two areas *or* Professional judgment of significant atypical quality or pattern of development if normed scores are inconclusive and there is written documentation	3 through 8	*Used:* All	R 9/00
LA	"Developmental delay": 1.5 SD or 25% delay in one area	3 through 8	*Used:* All	O 4/00
ME	"Developmental delay": Parent report, informed clinical judgment, standardized measures where appropriate 2 SD or 25% delay in one area 1.5 SD or 15% delay in two areas *or* 1 SD or 10% delay in one area, plus established biological risk factors	Birth through 5	*Used:* All for ages 3 through 5 (the birth through two program under Part C of IDEA uses only "developmental delay.")	R 6/00
MD	"Developmental delay": 25% delay in one area *or* Atypical development or behavior *or* Diagnosed condition with high probability of delay	3 through 5	*Used:* All	O 10/01 pc
MA	"Developmental delay": Learning capacity significantly limited, impaired, or delayed and is exhibited by difficulties in one or more areas	3 through 9	*Used:* All	R 9/00
MI	"Preprimary impaired": 50% delay in one or more areas, measured by more than one developmental scale, which cannot be resolved by medical or nutritional intervention (use only if one of the categories is not clearly differentiated)	3 through 5	*Used:* All *Restriction*: "Preprimary impaired" used as a last resort	R 4/97
MN	"Developmental delay": 1.5 SD in two areas *or* Medically diagnosed syndrome or condition *or* Professional judgment (i.e., team override)	3 through 6	*Used:* All	R 6/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
MS	"Developmental delay": 1.5 SD or 25% delay in two areas *or* Diagnosis of disorder of known etiology or chronic or acute medical condition by physician with research to support predicted delays	Birth through 5	*Used:* All	P 4/00
MO	"Young Child with a Developmental Delay": 2 SD or equivalent levels in one area 1.5 SD or equivalent levels in two areas *or* Professional judgment – significant deficit that does not meet stated criterion; or, functioning above criterion due to intensive early intervention, to avoid regression	3 through 5 if identified prior to age of kindergarten eligibility	*Used:* All	P 4/00
MT	"Child with disabilities... ages 3 through 5": experiences a severe delay in development, meets criteria of one of the disability categories *or* 2 SD in one area 1.5 SD in two areas	3 through 5	*Subsumed:* All	R 7/00
NE	"Developmental delay": 2 SD in one area 1.3 SD in two areas *or* Informed clinical opinions of qualified professionals in consultation with the family *or* Diagnosed condition with high probability of resulting in a substantial delay	Birth through 8+ (at discretion of LEA beyond age 5)	*Used:* All	R 10/00
NV	"Developmentally delayed": 2 SD in one area 1 SD in two areas	3 until age 6 on or before 9/30 of current school year	*Used:* All	R 2/00
NH	"Developmental delay": Has impairment in development and has been determined to have one of the other educationally disabling conditions	3 through 9	*Used:* All *Restriction:* Must be determined to have one of the other educationally disabling conditions	R 7/01
NJ	"Preschool disabled": Identified disabling condition or measurable developmental impairment	3 through 5	*Used:* All	R 6/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
NM	"Developmentally delayed": 2 SD or 30% in one area *or* Professional judgment of qualified evaluator and IEP team	3 through 9	*Used:* All *Restriction:* "Developmentally delayed" used as a last resort	O 12/00
NY	"Preschool student with a disability": 2 SD or 33% delay in one area 1.5 SD or 25% delay in two areas *or* 12-month delay in one or more areas	3 through 4	*Used:* Autistic, deaf, deaf-blind, hearing impaired, orthopedically impaired, other health impaired, traumatic brain-injured, visually impaired *Subsumed:* Mentally retarded, multiple disabilities, emotionally disturbed, learning disabled, speech or language impaired	R 1/00
NC	"Developmentally Delayed": (a) Delayed/Atypical Development 2 SD or 30% delay in one area 1.5 SD or 25% delay in two areas and Informed educational/clinical opinion and appropriate assessment measures. *or* (b) Delayed/Atypical Behavior evidence that the patterns of behavior occur in more than one setting over an extended period of time. (i) for ages 3-5, one or more of the following: a. delayed or abnormalities in achieving milestones and/or difficulties with issues, such as: 1. attachment and/or interaction with other adults, peers, materials, and objects; 2. ability to communicate emotional needs; 3. ability to tolerate frustration and control behavior, or 4. ability to inhibit aggression. b. fearfulness, withdrawal, or other distress that does not respond to comforting or interventions;	3 through 7	*Used:* All	R 8/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
	c. indiscriminate sociability, for example, excessive familiarity with relative strangers; or d. Self-injurious or other aggressive behavior. (ii) ages 6-7, two or more of the following: a. the inability to interact appropriately with adults and peers; b. the inability to cope with normal environmental or situational demands; c. the use of aggression or self-injurious behavior, or d. the inability to learn due to social/emotional deficits. (iii) Identification based on informed educational/clinical opinion and appropriate assessment measures.			
ND	"Non-categorical delay": 2.0 SD or 30% delay in one area, 1.5 SD or 20% in two areas *or* Syndromes and disorders associated with disability; children functioning above stated criteria but eligible based on expected regression if intervention discontinued; children impacted by severe environmental deprivation such as both parents being developmentally disabled. Use limited to unclear diagnosis and well documented delay.	3 through 5 (through the end of the school year in which the child turns 6)	*Used:* All *Restriction:* Use limited to unclear diagnosis and well documented delay	R 12/99
OH	"Preschool child with a disability": 2 SD in one area 1.5 SD in two areas *or* Meets specific criteria for vision or hearing deficit	3 through 5	*Subsumed:* All	R 12/00 (Draft 2.0)
OK	"Developmental delay": 2 SD or 50% in one area 1.5 SD or 25% delay in two areas For ages 6 - 7 may use categorical criteria	3 through 7	*Used:* Deafblindness, deafness or hearing impairment, visual impairment including blindness	R 4/00 (Draft)
OR	"Developmental delay": 1.5 SD in two areas (Birth to three, three to five years) 2.0 SD in one area (Birth to three years)	Birth to age of eligibility for kindergarten	*Used:* All	R 5/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
PA	"Developmental delay": 1.5 SD or 25% delay in one area	3 to kindergarten entry, could be 5.5 years as set by LEA	*Used:* All	R 6/01
RI	"Developmental delay": 2 SD or 25% delay in one area 1.5 SD in two areas *or* Diagnosed condition which would adversely affect educational performance	3 through 5	*Used:* All	R 12/00
SC	"Preschool child with a disability": 2 SD in one area 1.5 SD in two areas *or* Meets state criteria for selected categories	3 through 5	*Subsumed:* All	R 10/99
	Pilot – Significant developmental delay 2 SD in one area 1.5 SD in two areas	Pilot - 6 through 8 or any sub-part		0 4/00
SD	"Developmental delay": Has Part B disability or severe delay which is defined as 2 SD in one area 1.5 SD in two areas	3 through 5	*Used:* All	R 9/98
TN	"Developmental delay": 2 SD or 40% delay in one area 1.5 SD or 25% delay in two areas *and* Professional observation in the child's natural environment *and* Interview with family member documenting child's strengths and needs	3 through 9 (initial eligibility before age 7)	*Used:* All TN also uses a "functionally delayed" category of disability *Restriction*: "Developmental delay" used as a last resort, initial eligibility before age 7	R 7/00 Proposed
TX	"Noncategorical Early Childhood": May be used when a child meets criteria for learning disability, mental retardation, emotional disturbance, or autism, or when evaluation data establish a belief that the child meets the requirements for one or more of these categories	3 through 5	*Used:* All *Subsumed:* LD, MR, ED, Autism	R 3/01

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
UT	"Developmental delay": 2.5 SD or < 1%ile in one area 2.0 SD or < 2%ile in two areas 1.5 SD or < 7%ile in three areas	3 through 7	*Used:* All *Restriction:* When adequate evaluation data are available, children must be classified in one of the other specific disabilities categories.	R 6/00
VT	"Eligible for essential early education": 40% delay in one area *or* Medical condition that may result in significant delays *or* If a child receives special instruction, developmental therapy services, or speech services through an IFSP, eligibility is established until 3 years from initial Part C eligibility.	3 through 5	*Used:* None	R 3/00
VA	"Developmental delay": Delay in one or more areas (local standards used, 25% delay or 1.0 SD per anecdotal reports)	2 through 8 (2 through 5 required, 5 through 8 optional)	*Used:* All	R 1/01
WA	"Developmental delay": Child meets criteria for developmental delay – 2 SD in one area 1.5 SD in two areas (does not apply for 6 through 8) *or* Qualify for one of the Part B categories	3 through 8 Note: Different criteria for 6 through 8	*Subsumed:* All	R 1/00
WV	"Preschool special needs": 25% delay in two areas	3 through 5	*Subsumed:* All	R 1/00
WI	"Significant developmental delay": 1.5 SD in two areas or other appropriate measures. Other suspected handicapping conditions shall be considered	3 through 5 *or* below compulsory school age	*Used:* All *Restriction:* "Significant developmental delay" used after other categories considered	R 2/97 O 4/97, 8/98
WY	"Developmental disability": Child does not qualify in other categories; 2 SD in one area 1.5 SD in two areas *and* Confirmation of developmental disability through observation data and information obtained from the child's parent(s), teachers, and/or primary caregivers.	3 to enrollment in a public school program	*Used:* All *Restriction:* Child does not qualify in other categories	R 5/00

Appendices

A. State and Jurisdictional Section 619 Program Coordinators

B. Preschool Programs Contacts from BIA and Outlying Areas

C. Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act By the U.S. Department of Education (2001)

Appendix A
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Appendix C
Selected Excerpts from the Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Act
By the U.S. Department of Education (2001)

This Appendix reproduces selected information from the U.S. Department of Education's *Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (2001), published March 2002. These selections consist of text and data tables related to the Preschool Grants Program (Section 619) of Part B of IDEA, which covers services to children from ages 3 through 5. These excerpts are reproduced without change along with the actual page number and table designations from the *Report*. NECTAC compiled this information to provide Section 619 Coordinators and others with convenient access to the sections of the *Report* that are most relevant to their work.

The complete *Twenty-third Annual Report to Congress* is available at the Department of Education's Web site at the following URL:

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

U.S. Department of Education

2001

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Executive Summary

In the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress directed the U.S. Department of Education to undertake a national assessment of activities carried out under the Act (§674(b)). This volume of the *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* includes a number of modules reporting on the results of the National Assessment, as stipulated in Section 674(b)(4)(B) of the IDEA Amendments of 1997. For this reason, the format of this report varies somewhat from that of other recent volumes.

Section I—Results

The results section includes five modules. The first module presents State-reported data on high school graduation rates for students with disabilities. The second provides information about the participation and performance of students with disabilities in State assessment systems. It also discusses alternate assessments. The third module describes challenges to providing secondary education and transition services to youth with disabilities and presents strategies for meeting those challenges. Outcomes for Students with Problem Behaviors in School is the fourth module. It examines trends and outcomes for students with problem behaviors and describes effective prevention practices. The last module in this section presents data from the National Early Intervention Longitudinal Study (NEILS).

High School Graduation Among Students with Disabilities

- Graduation rates for students age 14 and older with disabilities have climbed steadily since 1993-94. During this same time, the dropout rate among this population has declined.

- Graduation rates for students age 14 and older with disabilities varied by disability category; students with visual impairments had the highest graduation rate, while students with emotional disturbance had the lowest graduation rate.

- Graduation rates also varied by race/ethnicity, ranging from 63.4 percent among white students to 43.5 percent among black students.

Participation and Performance of Students with Disabilities in State Assessment Systems

- According to public reports collected from States in 1999, participation rates in State assessments varied from 33 percent to 97 percent of students with disabilities. The performance levels of students with disabilities also varied widely.

- The assessment participation rates of students with disabilities have increased in over half of the States and remained the same in another 25 percent of States. Only one State reported participation rates that are lower than in previous years.

- Differences in data collection and management systems may contribute to difficulties in reporting data for students with disabilities.

Challenges To Providing Secondary Education and Transition Services for Youth with Disabilities

- Individual education program (IEP) teams must work to ensure that high expectations are maintained and students with disabilities are afforded opportunities to develop skills through a wide range of curricular options, including vocational education, service learning, community work experience, and adult living skills.

- Diversity in graduation requirements is complicated by an increasingly diverse set of possible diploma options within individual States. In addition to the standard high school diploma, some States offer special education diplomas, certificates of completion, occupational diplomas, and others.

- Because of the critical role that parents play in assisting their children in making the transition from school to adult life, additional attention must be given to establishing strategies and methods needed to actively engage them in discussions and decisions concerning school and postschool options.

Outcomes for Students with Problem Behaviors in School: Issues, Predictors, and Practices

- About 50 percent of students identified under IDEA as having emotional and behavioral disorders drop out of school. Once they leave school, these students lack the social skills necessary to be successfully employed; they consequently suffer from low employment levels and poor work histories.

- Poverty is the single greatest predictor of academic and social failure in America's schools.
- For students with problem behavior, positive behavioral supports help to prevent many of the predictable behavior problems that typically begin a pattern of escalating academic and social failures.

Results Experienced by Children and Families Entering Early Intervention

- Data on physical health indicate that many parents of children entering early intervention reported their child's health to be very good or excellent; however, the proportions were smaller than those reported for the general child population under age 5.
- Children who begin early intervention at less than 12 months of age are much more likely to have a diagnosed condition or a risk condition.
- In NEILS, several different long-term outcomes for former recipients of early intervention are being examined, including the need for future services, physical health, developmental attainments, academic skills, memberships in groups such as being a member of a sports team, and interpersonal relationships such as friendships.

Section II—Student Characteristics

This section contains information about the characteristics of children and students receiving services under IDEA. The populations reported are children and families entering early intervention, preschoolers, students ages 6 through 21, and limited-English-proficient (LEP) students with disabilities.

Characteristics of Children and Families Entering Early Intervention

- In 1999-2000, 205,769 children and their families in the United States received early intervention services under Part C of IDEA. This figure represents 1.8 percent of the Nation's infants and toddlers.
- Among the children receiving early intervention, there was a high incidence of children of very low birth weight in all racial/ethnic groups, but the proportions differed by race/ethnicity.

- Families of nearly all children in early intervention reported that their children had a place to go for regular medical care and were covered by health insurance.

Preschoolers Served Under IDEA

- States reported serving 588,300 preschool children with disabilities during the 1999-2000 school year, or 5 percent of all preschoolers who lived in the United States and Outlying Areas during the year.

- State-reported data for 1999-2000 indicate that 67 percent of preschoolers who received services under IDEA were white, 16 percent were black, 14 percent were Hispanic, 2 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native.

- The racial distribution of preschool children served was generally comparable between 1998-99 and 1999-2000. From 1998-99 to 1999-2000, the proportion of Hispanic preschoolers served grew by 1.7 percent, while the proportion of white preschoolers served declined 1.6 percent.

Students Ages 6 Through 21 Served Under IDEA

- The number of students ages 6 through 21 with disabilities served under Part B of IDEA reached 5,683,707, a 2.6 percent increase over the 1998-99 school year.

- Specific learning disabilities continued to be the most prevalent disability among this population, representing half of the students with disabilities served under IDEA.

- Black students with disabilities exceeded their representation among the resident population. The most striking disparities were in the mental retardation and developmental delay categories.

Limited English Proficient Students with Disabilities

- The Office for Civil Rights estimated that 174,530 students with disabilities needed services for limited English proficiency in 1997.

- Although LEP students in the United States come from a variety of national, cultural, and linguistic backgrounds, the majority are from Spanish-speaking homes. Spanish was the first language of almost 73 percent of LEP students.

- Researchers believe that culturally and linguistically diverse students may be disadvantaged in the assessment and evaluation process.

Section III—Programs and Services

The five modules in this section examine some of the programs and services available within schools for children with disabilities and their families and include preliminary results on programs and services from the National Assessment Program studies. The module on educational environments contains State-reported data on the settings in which children receive services. The second module presents data on family involvement and elementary and middle school students from the Special Education Elementary Longitudinal Study (SEELS). Special Education Teacher Recruitment and Hiring is the third module. It provides data and analyses from the Study of Personnel Needs in Special Education (SPeNSE). The fourth module uses NEILS data to describe the services received by children and families entering early intervention. The last module in this section describes SLIIDEA (State and Local Implementation of IDEA) and presents preliminary findings.

Educational Environments for Students with Disabilities

- The percentage of students ages 6 through 21 with disabilities served in both regular schools and in regular education classes within those schools has continually increased.

- Of the students ages 6 through 21 served outside the regular classroom for less than 21 percent of the school day, approximately 70 percent were white, 14 percent were black, 12 percent were Hispanic, 2 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native.

- Students with emotional disturbance, mental retardation, and multiple disabilities were more likely to receive services outside the regular classroom for more than 60 percent of the school day.

Family Involvement in the Education of Elementary and Middle School Students Receiving Special Education

- Information from the first SEELS family interview portrays several dimensions of family involvement for students with disabilities and their variation for students with different disabilities, ages, racial/ethnic backgrounds, and household incomes.

- Participation in parent information, support, or training sessions was fairly consistent across income levels.

- Families that expressed reservations about their level of involvement in the individualized education program process were disproportionately from black, Hispanic, and Asian/Pacific Islander families and from low-income households.

Special Education Teacher Recruitment and Hiring

- SPeNSE was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed.

- As of October 1, 1999, there were 12,241 funded positions left vacant or filled by substitutes because suitable candidates could not be found. While administrators were able to hire only some of the new teachers they needed, they felt that 85 percent of all newly hired teachers and service providers in the last three years were excellent at the time they started.

- Two additional barriers to hiring cited by administrators are the district's geographic location and insufficient salary and benefits. Both were cited as great or moderate barriers to hiring by 50 percent or more of the administrators.

Services Received by Children and Families Entering Early Intervention

- Most families receiving services under Part C received between two and six different services.

- The most common types of early intervention providers were service coordinators, speech and language therapists, occupational and physical therapists, child development specialists, and special educators.

- Service providers gave positive progress ratings for the majority of children receiving services under Part C.

Using Implementation Data To Study State, District, and School Impacts

- SLIIDEA's charge is to understand both the implementation and the impact of policy changes made in the IDEA Amendments of 1997 at the State, district, and school levels.
- It is expected that SLIIDEA will show evidence that States and localities have to various degrees addressed issues such as service coordination, accountability systems, and procedural safeguards needed to achieve the goals of IDEA.
- States can use legislation, written requirements, or guidance and inducements such as incentives, rewards, sanctions, technical assistance, financial assistance, and accountability through public reporting to influence special education activities at the local level.

Section IV—Policies

This section of the annual report contains three modules. The modules describe State improvement and monitoring activities, the planning process used to develop the Part D National Activities Program, and the National Assessment Program.

State Improvement and Monitoring

- Many of the States that OSEP has monitored during the past three years do not yet have effective systems for identifying and correcting noncompliance with Part C requirements.
- OSEP found that some States have gone beyond the Part C requirements to develop especially strong linkages between parents, the Part C system, and school districts to support smooth and effective transition.
- In the past three years, OSEP has found that noncompliance regarding transition requirements persists in many States. Although more IEPs for students age 16 or older now include transition content, the statements of needed transition services do not meet Part B requirements.

The Comprehensive Planning Process for the IDEA Part D National Activities Program: Challenge and Opportunity

- OSEP conducted long-term planning sessions with staff, gathering information about the lessons learned from prior planning efforts and recommendations for the new process.

- The process incorporates collaboration with regular education and other Federal offices and agencies as well as direct input from grassroots consumers at the family, school, community, and State levels.

- OSEP looks upon the expert-based opinion provided by the five panels thus far in the National Activities Program planning process as the beginning of an ongoing conversation between the agency and stakeholder representatives.

The Office of Special Education Programs' National Assessment Program

- The National Early Intervention Longitudinal Study (NEILS) looks at infants and toddlers and their families who are receiving early intervention services through Part C of IDEA. The study will describe the characteristics of program participants, the type and level of services they are receiving and who is providing them, the outcomes realized by children and families during Part C participation, and the association of characteristics of the participants and services with outcomes.

- PEELS (Pre-elementary Education Longitudinal Study) will study children ages three to five. Study focuses will include an examination of the critical transition between preschool and kindergarten and of outcomes achieved by students who participated in preschool special education programs.

- The Special Education Elementary Longitudinal Study (SEELS) will follow a nationally representative sample of students as they move from elementary to middle school and from middle to high school.

- The National Longitudinal Transition Study-2 (NLTS-2) will collect data on students ages 13 to 16 to determine their individual and household characteristics; achievement scores on standardized assessments; secondary school performance and outcomes; and early adult outcomes in the employment, education, independence, and social domains.

- SPeNSE (Study of Personnel Needs in Special Education) focuses on the adequacy of the workforce and will attempt to explain variation in workforce quantity and quality based on State and district policy.
- The State and Local Implementation of IDEA (SLIIDEA) study was designed to evaluate the implementation and impact of IDEA with a focus on implementation issues in six cluster areas.
- SEEP (Special Education Expenditure Project) examines how Federal, State, and local funds are used to support programs and services for students with disabilities.

II. STUDENT CHARACTERISTICS

Characteristics of Children and Families Entering Early Intervention

Preschoolers Served Under IDEA

Students Ages 6 Through 21 Served Under IDEA

Limited English Proficient Students with Disabilities

Characteristics of Children and Families Entering Early Intervention

In 1999-2000, 205,769 children and their families in the United States received early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA). This figure represents 1.8 percent of the nation's infants and toddlers, according to July 2000 population estimates from the U.S. Census Bureau. What do we know about these children and their families?

To answer this question, the Office of Special Education Programs (OSEP) commissioned the National Early Intervention Longitudinal Study (NEILS). NEILS is following a nationally representative sample of 3,338 infants and toddlers who received early intervention services for the first time between September 1997 and November 1998. Information is being collected repeatedly on these children and their families throughout the early intervention years and then again when the children enter kindergarten. Data from NEILS will play a key role in efforts to improve early intervention services and results for infants and toddlers with disabilities.

Some descriptive information about the characteristics of children and families receiving early intervention was presented in the *22nd Annual Report to Congress*. Briefly, these initial findings indicated that the average age of the child at the time of the first individualized family service plan (IFSP) was 17.1 months.[1] Most children (64 percent) were eligible for early intervention because of a developmental delay, and these children were most likely to begin early intervention after 21 months of age.

One of the primary reasons for eligibility for service among the youngest children were reasons related to their birth histories. Around 40 percent of the children who began early intervention at 12 months of age or less needed services for reasons related to prenatal/perinatal abnormalities. Among older children, a speech or communication problem was the most frequent reason for receipt of early intervention services.

NEILS data indicate that boys made up 61 percent of the early intervention population and 65 percent of those with developmental delays. The largest racial/ethnic group in the early intervention population was white (56 percent), followed by black (21 percent), Hispanic (15 percent), and Asian/Pacific Islander (5 percent). These figures differ somewhat from the State-reported data for 1999-2000, which are reported in table AH7. States reported that 60.7 percent of the Part C population was white, 18.0 percent was black, 16.5 percent was Hispanic, 3.6 percent was Asian/Pacific Islander, and 1.2 percent was American Indian/Alaska Native.[2] NEILS data also suggest that children in foster care were substantially overrepresented among those in early intervention. Seven percent of the children entering early intervention were in foster care, a rate about 10 times greater than that of the general population (U.S. Department of Health and Human Services, 1998).

---

[1] All data presented here are weighted to represent the national population of infants and toddlers entering early intervention.

This module provides a more detailed description of the children in early intervention based on new data available from NEILS. The module includes data describing the nature of these children's disabilities and their birth histories, health status, and behaviors. The text also includes descriptive demographic data on the children and their families, including family size, structure, and socioeconomic status. The data presented in this report are based on a telephone interview (*N*=3,000) which was conducted with a family member[3] within the first few months after the child and family started early intervention services.

Child Characteristics

Child Functioning

To further explore the nature of the abilities and disabilities of children receiving early intervention services, parents were asked a series of questions about various aspects of their child's functioning, including vision, hearing, mobility, and communication. These results are shown in table II-1. Very few parents reported that their child had a lot of trouble seeing or hearing (8 percent and 9 percent, respectively). A hearing aid or other hearing device had been prescribed for 2 percent, and glasses had been prescribed for 2 percent. One-fourth of the children in early intervention were reported as having at least some difficulty with their hands and arms; 7 percent had a lot of trouble or no use of their hands and arms. Similarly, 26 percent of the children in early intervention were reported as having at least some

---

[2] For a number of reasons, the State-reported data are expected to differ from the NEILS data. Because collection of race/ethnicity data at the State level has taken place only for the past 2 years and several States have missing data, the race/ethnicity figures must be interpreted with caution. In addition, NEILS is a sample survey, and the sample was not drawn from all 50 States. The States report population data rather than sample data.

[3] The adult best able to talk about each child and his/her early intervention experiences was the respondent for the telephone interview; the vast majority were the child's biological, adoptive, or foster mother (90 percent), and respondents are referred to as parents here.

Table II-1
Functional Characteristics of Children Entering Early Intervention as Reported by Caregivers

	Percent
Diagnosed hearing problem	
Yes	9
No	91
Diagnosed vision problem	
Yes	8
No	92
Use of arms and hands	
Uses both normally	75
Has a little trouble	18
Has a lot of trouble	6
No use of one or both	1
Use of legs and feet	
Uses both normally	73
Has a little trouble	19
Has a lot of trouble	7
No use of one or both	1
How well does child make needs known	
Communicates just as well as other children	30
Has a little trouble communicating	41
Has a lot of trouble communicating	25
Doesn't communicate at all	4
When child talks to people s/he doesn't know, child is*	
Very easy to understand	12
Fairly easy to understand	22
Somewhat hard to understand	38
Very hard to understand	28

Note: Only asked if child used words to communicate.

Source: National Early Intervention Longitudinal Study.

trouble with their legs or feet, while 8 percent had a lot of trouble or no use of one or both legs or feet. Eleven percent of those with a lot of trouble or no use of their legs or feet entered early intervention using some kind of equipment to help them get around.

Substantially greater numbers of infants and toddlers were reported as having trouble communicating. Only 30 percent of the children were seen as communicating their needs as well as other children, and 41 percent were reported to have a little trouble communicating. One-fourth of the children were reported as having a lot of trouble with communication, and 4 percent did not communicate at all. Parents were also asked about how easy the child is to understand when talking to people he or she doesn't know. Two-thirds of the children were described as somewhat or very hard to understand.

The parent reports were consistent with provider reports on the reasons children were eligible for early intervention. Many different conditions, delays, and disabilities were represented among the population of children entering early intervention, with any one particular difficulty being reported for only a small proportion of the children. The notable exception was difficulty in the area of speech and communication, which characterized a fairly large proportion of those entering early intervention. This was especially true of those over 24 months of age. Children with communication delays might be those who respond well to early intervention and require few or no services in future years. Alternatively, communication delays could be an early marker of other serious developmental problems such as cognitive delays. Additional NEILS data in forthcoming years will provide information on the results these children experience.

Birth History

Because low birth weight[4] is often associated with developmental difficulties, it is not surprising to find that a substantial portion of children in early intervention were not of normal birth weight. Nearly one-third of the children in early intervention (32 percent) were low birth weight (see table II-2), compared with 7.5 percent of the general population. One in six children (17 percent) receiving early intervention were very low birth weight, compared with 1 percent of the general population (Ventura, Martin, Curtin, & Matthews, 1999).

Very low birth weight places an infant at even greater risk of serious medical and developmental problems (Botting, Powls, Cooke, & Marlow, 1998). Among the children receiving early intervention there was a high incidence of children of very low birth weight in all racial/ethnic groups, but the proportions differed by race/ethnicity. Black infants were most likely to be of very low birth weight; 31 percent of black babies in early intervention were very low birth weight.

Black babies are also more likely to be low birth weight in the general population. The ratio of black to white infants of low birth weight is similar for both the general and early intervention populations; slightly more than 2.5 times as many black babies

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[4] Children who are born weighing less than 2,500 grams are termed "low birth weight," and those weighing less than 1,500 grams are referred to as "very low birth weight."

Table II-2
Birth Histories of Children Entering Early Intervention

	Percent
Birth weight	
Less than 1000 grams	10
1000 to 1499 grams	7
1500 to 2499 grams	15
2500 grams or more	68
Percentage of babies from each ethnic group under 1500 grams	
White	12
Black	31
Hispanic	16
Asian/Pacific Islander	13
Mixed or Other	18
Stayed in neonatal intensive care unit after birth	
Yes	37
No	59
Don't know	4
Stayed in hospital after birth because of medical problems	
No	55
1 to 4 days	6
5 to 14 days	12
15 to 30 days	7
31 or more	19

Source: National Early Intervention Longitudinal Study.

as white babies were born of low birth weight in both groups (2.6 for those in early intervention vs. 2.8 for the general population). Hispanic babies in early intervention were 1.3 times more likely than white infants to be very low birth weight, comparable to the ratio of 1.1 in the general population.

Another important indicator of birth problems and possible later difficulties is whether the child was hospitalized in the neonatal intensive care unit after birth. A sizable proportion of the early intervention population—37 percent—was in neonatal intensive care (see table II-2). Consistent with the findings for low birth weight, race/ethnicity was related to use of neonatal intensive care. Black infants were in intensive care most frequently relative to other groups; nearly half of the black children in early intervention had been in intensive care after they were born.

One last indicator of difficulties at birth is whether the baby stayed at the hospital after birth for a medical reason. Forty-four percent of the children entering early intervention were required to stay in the hospital after birth. Eighteen percent stayed

2 weeks or less. At the other extreme, 19 percent stayed in the hospital for more than a month. Parent-reported data on these children's birth histories indicate that a relatively high percentage of children in early intervention had difficulties at birth, especially prematurity and low birth weight. This finding is consistent with provider information about the relatively high proportions of children who entered early intervention in the first year of life because of prenatal and perinatal abnormalities.

General Health and Health Care

Parents were asked several questions regarding their child's current health, health care, and health insurance status. Although some children receive early intervention for disabling conditions related to their health, many children are eligible for services because of developmental problems rather than health per se. Most parents (84 percent) reported their children's health to be good, very good, or excellent (see table II-3). This is a lower figure, however, than reported for the general population. Figure II-1 shows the distribution of responses on health status for both the early intervention and general population. Nearly all parents in the general population (98 percent) report their children to be in good, very good, or excellent health.[5]

Consistent with the ratings of overall health, 26 percent of the children in early intervention were reported to be taking prescription medication for a chronic condition. Sixteen percent were reported to be using a medical device of some sort, with the most common medical devices being respirators, breathing monitors, and nebulizers. Over a third (34 percent) had been hospitalized at least 1 night since coming home from the hospital, with 7 percent hospitalized for 15 or more days.

With regard to health care, families of nearly all children in early intervention (97 percent) reported that their children had a place to go for regular medical care. Similarly, nearly all children (95 percent) were covered by health insurance. Health insurance can be a powerful determinant of whether children have access to routine health care and even to treatment in the event of illness. Slightly less than half (44 percent) of children were insured through a government insurance program. Last, about one in five families (19 percent) reported that their insurance company had refused to pay for something they tried to get for their child.

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[5] The national data are for children under age 5. For this reason, some of the differences between the national data and the early intervention data could be due to the older children included in the national data.

Table II-3
Health Status of Children Entering Early Intervention

	Percent
Health Status	
Excellent	36
Very good	25
Good	23
Fair	12
Poor	4
Regularly taking any prescription medication for a specific condition or problem	
Yes	26
No	74
Uses any kind of medical device like an oxygen tank, catheter, or a breathing monitor	
Yes	16
No	84
Hospitalized since coming home from hospital after birth	
No	66
1 to 4 days	16
5 to 14 days	11
15 or more	7
Has a place to go for regular medical care	
Yes	97
No	3
Covered by any health insurance	
Yes	95
No	5
Covered by government-assisted health insurance	
Yes	44
No	56
Ever tried to get insurance to pay for something for child that it wouldn't pay for	
Yes	19
No	81

Source: National Early Intervention Longitudinal Study.

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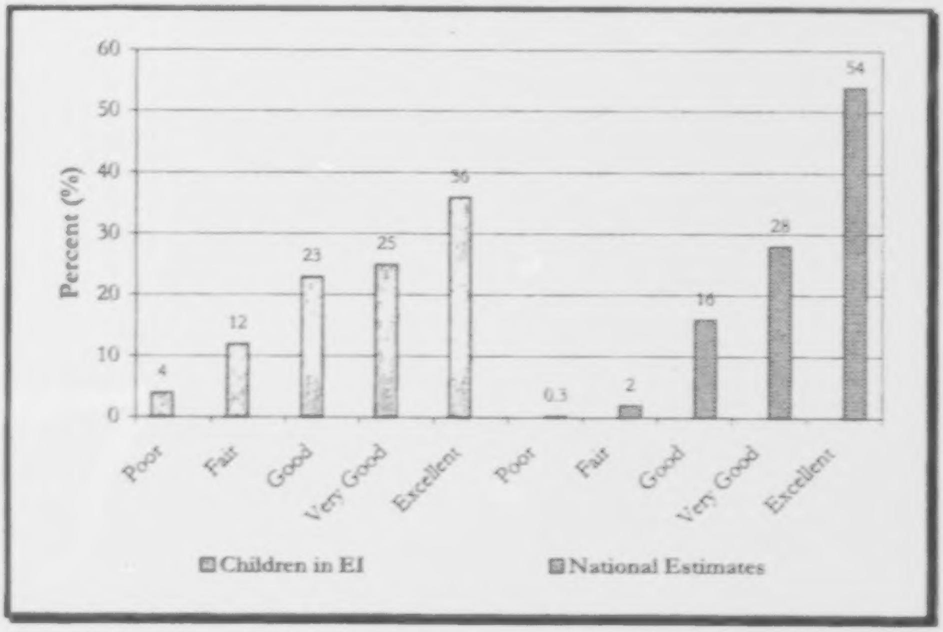
Figure II-1
Distribution of General Health Status Rating of Children in Early Intervention Versus Children Under 5 General Population



Source: Adams, P.F. et al., 1996; National Early Intervention Longitudinal Study.

Behavior

Children vary in temperment and personality style from a very early age. The importance of some of these differences is not readily apparent. Does a 2-year-old who pays attention for a long period of time become the child who stays focused in first grade? Does the aggressive toddler become the 5-year-old with behavior problems? Part of the significance of the NEILS behavioral data rests in their stability or the extent to which early behavior serves as a predictor of later behavior. Across many different behavior items, the same pattern emerged (see table II-4). Some children, usually about half, were reported by their caregiver to have no trouble with a given behavior. Another third of the children were reported as having some difficulty, and 10 to 40 percent of the early intervention children are described as having behavioral challenges. For example, 19 percent of parents reported that it was not like their child to pay attention and stay focused; 25 percent reported that their child was easily startled; 39 percent reported their child was very active and excitable; 11 percent reported their child was often aggressive with other children;

Table II-4
Behaviors of Children Entering Early Intervention as Reported by Their Caregivers

	Percent
Does things on own even if hard	
Very much like this child	53
A little like this child	32
Not like this child	14
Pays attention and stays focused	
Very much like this child	43
A little like this child	38
Not like this child	19
Jumpy and easily startled	
Very much like this child	25
A little like this child	30
Not like this child	45
Very active and excitable	
Very much like this child	39
A little like this child	31
Not like this child	29
Trouble playing with other children	
No trouble	56
Some trouble	32
A lot of trouble	10
Not around other children	2
Aggressive with other children	
Not at all	39
Sometimes	50
Often	11
Child has sleep trouble	
Rarely or never	53
Sometimes	28
Often	19
How easy is it to take child to the store or an appointment	
Easier than other children his/her age	23
Just as easy	45
A little harder	21
Much harder	11

Source: National Early Intervention Longitudinal Study.

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and 19 percent reported that their child has sleep problems. About 1 in 10 parents (11 percent) reported that their child was much harder to take to the store or to an appointment than other children the same age. This could be because of the child's behavior or because the child has medical or other problems which might require special care. These are not all the same children having difficulties in different behavioral areas; rather the findings suggest that there are numerous ways for young children to present challenges within their families, and a minority of early intervention children present each of these challenges. Longitudinal data will reveal whether these challenges persist over time and thus their importance for future growth and development.

Family Characteristics

The family characteristics of young children are extremely powerful predictors of how these children will develop (National Research Council/Institute of Medicine, 2000). In addition to issues related to birth history, health, and health care, there are other factors that constitute risks or facilitators to development. One of the most powerful factors is poverty. The impacts of poverty begin prenatally and accumulate throughout childhood. The following sections present information on family structure and family socioeconomic characteristics. Both of these relate to the issue of resources, human and fiscal, that are available to the child. A well-educated mother of moderate to high income has many resources available to assist with child-rearing, while a poor, uneducated, single mother continually faces new challenges around the type of environment she is able to provide for her children. These differences might be especially significant for a young child with a delay or disability who might need more caregiving than a typically developing infant.

Family Structure

The number of adults in the child's household reveals an interesting picture (see table II-5). Two-thirds of the children entering early intervention were living with two adults in the household. Fifteen percent were living with only one adult, and 18 percent lived in households with three or more adults. The other adult(s) in the household was not necessarily the child's other parent. Recent population data indicate that 23 percent of the birth to 4 population live with a single parent, and 74 percent live with two parents (Federal Interagency Forum on Child and Family Statistics, 2001). Whereas most children entering early intervention (91 percent) were living with their biological or adoptive mother, only 66 percent were in households with their biological or adoptive father. Given that these are children under the age of 3, the percentage of them living with their biological fathers will almost certainly decrease over time.

Table II-5
Family Structure of Children Entering Early Intervention

	Percent
Number of adults in household	
One	15
Two	67
Three	11
Four or More	7
Number of children in household	
One	30
Two	36
Three	19
Four or More	15
Other children in household with special needs	
None	80
One	16
Two	3
Three or More	1
Living with biological or adoptive parent	
Mother	91
Father	66
Age of biological mother at birth of child	
13 to 18	4
18 to 22	16
22 to 30	37
30 to 35	25
35 to 40	14
40 and above	4

Source: National Early Intervention Longitudinal Study.

The data on other children in the household show that 30 percent of those in early intervention had no siblings or other children in their households, and 36 percent were living with only one other child. One-third of the children in early intervention were from households with three or more children. In 20 percent of the households, there was another child with special needs and sometimes more than one. The biological mothers of the children in early intervention were a wide range of ages at the time the child was born. Four percent were born to teenage mothers and another 4 percent were born to mothers over 40, with all of the age groups in between well-represented.

Socioeconomic Characteristics

The level of education of the primary caregiver is also a powerful predictor of a child's development. Many studies have shown a marked difference between children of less-well-educated and educated mothers (Furstenberg, Brooks-Gunn, & Morgan, 1987; Sameroff, Seifer, Barocas, Zax, & Greenspan, 1987; Werner & Smith, 1992). Primary caregivers of the children, most of whom were the child's biological mother, in early intervention came from a variety of education levels. About half had a high school diploma or less; 16 percent had not finished high school. One-fourth of the caregivers had finished college. Hispanic and black children receiving early intervention services were more likely than children from other racial/ethnic groups to have caregivers with less than a high school education, 29 and 25 percent respectively. Fathers were slightly better educated than mothers, with 32 percent of the fathers having graduated from college.

A little more than one-half the mothers were not working, and only 22 percent were working full time. Nearly all the fathers (90 percent) were employed, and most of them were working full time. The data on household income show that more families in the Part C early intervention program tend to be low income than in the general population. Forty-one percent of the families of children in the early intervention system reported family incomes of less than $25,000 a year. Another 29 percent had incomes between $25,000 and $50,000. Although data on families of children ages birth to 3 are not available for the general population, data on families with children 18 and under highlight the extent of poverty among the population served by the Part C program. Only 20 percent of families with children 18 and under in the general population report household incomes of less than $25,000. Some of the difference in income could be due to the presumably greater work experience of the parents in households with 18-year-old children versus those with infants and toddlers. The differences are so large, however, that age of parent or work force history is not likely to explain the entire difference in income. Another indicator of the relative poverty of families of children in early intervention was the high proportion of families, one in three, who had received welfare or food stamps some time during the past year. A small proportion of families had received Supplemental Security Income (SSI) payments for their child. Despite the relatively low income levels of families in early intervention, slightly more than half reported that they own their home.

Conclusion

The data on the characteristics of children and families receiving early intervention through the Part C program are diverse but do include a few trends. Children are

Table II-6

Socioeconomic Characteristics of Families of Children Entering Early Intervention

	Percent
Education level of mother/female caregiver	
Less than high school	16
High school diploma/GED	32
Some college	28
BA, BS or higher	24
Education level of father/male caregiver	
Less than high school	11
High school diploma/GED	34
Some college	23
BA, BS or higher	32
Employment status of mother/female caregiver	
Not employed	56
Part time	21
Full time	22
Employment status of father/male caregiver	
Not employed	10
Part time	6
Full time	84
Family Income	
Less than $25,000	41
$25 – 50,000	29
$50 – 75,000	17
Over $75,000	13
Received welfare or food stamps in the past year	
Yes	32
No	68
Ever received SSI payments for the child	
Yes	15
No	85
Type of Housing	
Own	54
Rent	36
Public housing	8
Other	2

Source: National Early Intervention Longitudinal Study.

eligible for early intervention for a large number of different conditions. When viewed from the perspective of children's functional skills, the data show a small proportion of children who have significant difficulties with hearing, vision, use of arms and hands, or use of legs and feet. A much larger proportion have difficulty communicating. A substantial portion of children in early intervention have poor birth histories, especially black children. Some children in early intervention are in good health, but compared to the general population, higher percentages of early intervention children are reported to be in poor or fair health. Some children in early intervention also present challenging behaviors, while others do not.

The families of children in early intervention are equally diverse. Relatively high proportions of them are low income, even though almost all of their fathers and nearly half of their mothers were employed. Nearly one in three early intervention families had received welfare or food stamps in the past year. However, some families of children in early intervention reported moderate to high education and income levels. In sum, both the children and families in early intervention represent a wide cross-section of all characteristics examined. These child and family characteristics will be examined in future NEILS analyses to see how they relate to outcomes in early intervention and kindergarten.

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Preschoolers Served Under IDEA

The Individuals with Disabilities Education Act (IDEA) requires States to have in effect policies and procedures to ensure the provision of a free appropriate public education (FAPE) to all 3- through 5-year-olds with disabilities in order to be eligible for funds under the Preschool Grants Program and other IDEA funds targeted to children ages 3 through 5 with disabilities. States may also, at their discretion, serve 2-year-olds who will turn 3 during the school year. In addition, IDEA requires States to report data regarding their progress in providing special education and related services to preschoolers with disabilities. This module presents State-reported data on preschoolers served under IDEA for the 1999-2000 school year.

The Number of Preschool Children Served Under Part B of IDEA

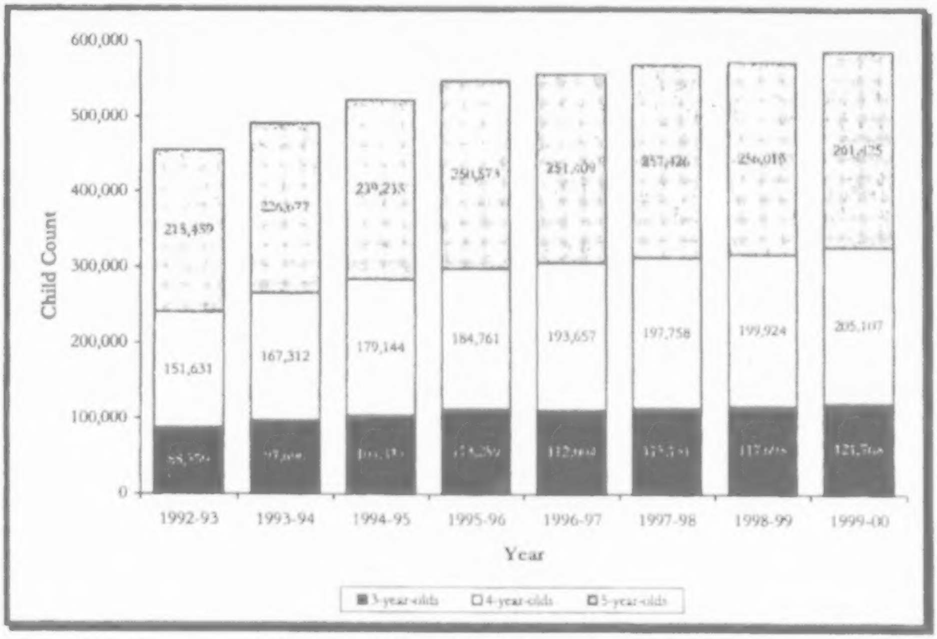
States reported serving 588,300 preschool children with disabilities during the 1999-2000 school year (see table AA1). This number represents approximately 5 percent of all preschoolers who lived in the United States and its Outlying Areas during the year (see table AA8).

Special education enrollment rates continued to vary by State. As in 1998-99, Arkansas, Kentucky, Maine, West Virginia, and Wyoming reported that more than 8 percent of their preschool populations were receiving services. The national average for the percentage of preschoolers receiving services was 5 percent.

At the other end of the continuum, Arizona, California, the District of Columbia, Hawaii, Puerto Rico, and Texas reported serving fewer than 4 percent of their preschool-aged children. These data are consistent with the 1998-99 school year, with the addition of Arizona in the group of States serving fewer than 4 percent of their preschoolers. Outlying Areas continued to report serving comparatively fewer preschoolers with disabilities under IDEA. The Virgin Islands reported serving 2.5 percent, American Samoa reported serving 1 percent, Guam 1.6 percent, and the Northern Marianas 1.3 percent of their preschool population (see table AA8).

Examining the number of children served by discrete age groups suggests that States continued to make progress in identifying younger children and providing services. States reported serving more children within each age group, and the percentage of 3-year-olds receiving services continued to increase at a faster rate than the

Figure II-2
Preschoolers Receiving Services Under Part B 1992-93 – 1999-2000



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

percentage of 4- and 5-year-olds (see table AA9). Of the total number of preschoolers receiving services in the 1999-2000 school year, 20.7 percent (121,768) were 3 years old, 34.9 percent (205,107) were 4 years old, and 44.4 percent (261,425) were 5 years old. Compared with 1998-99, States served 3.5 percent more 3-year-olds, 2.6 percent more 4-year-olds, and 2.1 percent more 5-year-olds. That States continue each year to serve more 3-year-olds reflects their efforts to identify children with disabilities early and to ease the transition process for eligible children and families who move from Part C to Part B. Figure II-2 shows the number of 3-year-olds, 4-year-olds, and 5-year-olds receiving services under Part B from 1992-93 to 1999-2000.

Overall, States reported that they continued to serve more preschoolers with disabilities under Part B of IDEA in 1999-2000 than in the previous year. Only 12 of the 57 States and Outlying Areas reported a decrease in the number of preschoolers served, and all of those declines were less than 1 percent. The rate of change also increased this year. In 1999-2000, the number of preschoolers served rose 2.5 percent, compared with a 0.6 percent increase between 1997-98 and 1998-99. The

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increase in the number of preschoolers reported as receiving services was particularly notable given the 1.2 percent decrease in the general preschool population during the same period.[1]

Race/Ethnicity of Preschoolers Served Under IDEA

The 1999-2000 school year was the second year that States were required to report data on the race/ethnicity of children receiving special education and related services. This section of the module compares the racial/ethnic distribution of preschoolers in special education to that of the general preschool population. The section also compares 1999-2000 race/ethnicity data with those reported for 1998-99. Comparisons should be interpreted cautiously, however, as 2 years of data are insufficient to reveal trends, and States may be new to data collection procedures for race/ethnicity.

State-reported data for 1999-2000 indicate that 67.3 percent of preschoolers who received services under IDEA were white (non-Hispanic), 15.7 percent were black (non-Hispanic), 13.7 percent were Hispanic, 2.1 percent were Asian/Pacific Islander, and 1.2 percent were American Indian/Alaska Native (see table AA13). U.S. Census Bureau population estimates indicate that 61.8 percent of children ages 3 through 5 were white (non-Hispanic), 13.7 percent were black (non-Hispanic), 19.3 percent were Hispanic, 4.3 percent were Asian/Pacific Islander, and 0.9 percent were American Indian/Alaska Native. Although these percentages are roughly comparable, they do suggest underrepresentation of Hispanic children and overrepresentation of white children in the Part B preschool population. To a lesser extent, black children appeared to be overrepresented, and Asian/Pacific Islander children appeared to be underrepresented. Table II-7 shows the differences between race/ethnicity representation in the Part B and general preschool populations for 1999-2000.

The racial distribution of preschool children served under IDEA was generally comparable between 1998-99 and 1999-2000. There were slight differences in the race/ethnicity categories of white (non-Hispanic) and Hispanic. From 1998-99 to 1999-2000, the proportion of Hispanic preschoolers served grew by 1.7 percent, and the proportion of white preschoolers served declined by 1.6 percent.

The racial distribution of preschoolers served under IDEA varied by State. Four States—Alaska, Arizona, New Mexico, and Oklahoma—reported serving 40 percent

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[1] Population data are based on July 1999 estimates by the U.S. Census Bureau.

Table II-7

Comparison of Race/Ethnicity Representation in the Part B and General Preschool Populations for 1999-2000

	Percentage in Part B Population, Ages 3-5	Percentage in General Population, Ages 3-5	Difference
White	67.3	61.8	+5.5
Black	15.7	13.7	+2.0
Hispanic	13.7	19.3	-5.6
Asian/Pacific Islander	2.1	4.3	-2.2
American Indian/Alaska Native	1.2	0.9	+0.3

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

of the total number of American Indian/Alaska Native preschoolers served in 1999-2000. California and Hawaii served 42 percent of the total number of Asian/Pacific Islander preschoolers, and California and Texas served 47 percent of the total number of Hispanic preschoolers.

Summary

State-reported data for 1999-2000 show a continued increase in the number of preschool children served under Part B of IDEA, although States continue to vary in the percentage of population served. In this second year of race/ethnicity data collection, comparisons of preschoolers receiving services with the racial/ethnic distribution of the general population suggest that white (non-Hispanic) children were served in numbers that exceeded their representation in the general population. To a lesser extent, this was also true for black preschoolers. In contrast, Hispanic children appeared to be underrepresented in the preschool population. Asian/Pacific Islander children also appeared to be slightly underrepresented among preschoolers receiving special education and related services.

III. PROGRAMS AND SERVICES

Educational Environments for Students with Disabilities

Family Involvement in the Education of Elementary and Middle School Students Receiving Special Education

Special Education Teacher Recruitment and Hiring

Services Received by Children and Families Entering Early Intervention

Using Implementation Data To Study State, District, and School Impacts..

Educational Environments for Students with Disabilities

Each year, the Office of Special Education Programs (OSEP) collects data from States on the number of students with disabilities served in different educational environments. These data help OSEP monitor compliance with the least restrictive environment (LRE) clause of the Individuals with Disabilities Education Act (IDEA) and inform advocates, parents, and researchers of the extent to which students with disabilities are educated with their nondisabled peers. In 1998-99, OSEP began collecting placement data by race/ethnicity. The disproportionate placement of racial and ethnic minorities in more restrictive environments has been documented in the special education literature for over 10 years (Valdes, Williamson, & Wagner, 1990). More recently, research has confirmed that minority special education students are more likely to be educated in restrictive environments (Parrish as cited in "Tracking Urged to Stem," 2001). This module presents further evidence of differences in educational environments between racial and ethnic groups.

In 1998-99, States began using new categories to collect data on the environments in which children ages 3 through 5 with disabilities received services. Concerns were raised over the applicability of the old categories to a younger population. After an analysis of State reporting practices and definitions, eight new preschool environment categories were established: early childhood setting, early childhood special education setting, home, part-time early childhood/part-time early childhood special education setting, residential facility, separate school, itinerant services outside the home (optional), and reverse mainstream setting (optional). In addition, States were required to report the location where children receive special education services, not educational services in general. For example, a child who spent 5 days a week in a regular education kindergarten and received 1 hour of special education per week in a separate school would previously have been reported as served outsdie the regular class for less than 21 percent of the school day. Under the new reporting categories, that child would be reported only as served in a separate school. Data on the number and percentage of children ages 3 through 5 with disabilities served in these environments are presented in tables AB1 and AB9.

This module summarizes the educational environment data submitted by the States for 1998-99. It describes the educational environments in which students with disabilities were served and changes over time in the percentage of students served in various environments. It also explores factors such as age, race, and disability category that are related to the educational environments in which students receive services.

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Special Education Teacher Recruitment and Hiring

The United States is experiencing a critical shortage of personnel to meet the needs of children with disabilities. In 1998-99, approximately 387,284 teachers were employed to provide special education services to students with disabilities. However, 39,466 of those teachers were not fully certified for their positions.

Ensuring an adequate supply of high-quality personnel to serve students with disabilities is important to meeting the letter and spirit of the Individuals with Disabilities Education Act (IDEA). During the last reauthorization hearings for IDEA, Congress heard testimony from numerous stakeholders emphasizing the need for highly qualified service providers. In amending IDEA in 1997, Congress reasserted its support for high-quality, intensive professional development that will give personnel the knowledge and skills they need to help students meet challenging education goals and lead productive, independent lives (§601(c)(5)(E)).

Since the early 1970s, Congress has provided a variety of funds to State educational agencies (SEAs), institutions of higher education, and other nonprofit institutions for personnel preparation. For example, Congress has consistently made the Personnel Preparation Program the most highly funded discretionary program under Part D of IDEA, appropriating $82 million for the program in fiscal year 2001. The Office of Special Education Programs (OSEP) awards competitive grants to assist States in meeting their identified personnel needs. As further evidence of its concern about and commitment to ensuring an adequate supply of high-quality personnel to serve students with disabilities, OSEP awarded a contract to Westat to conduct the national Study of Personnel Needs in Special Education (SPeNSE).

Description of SPeNSE

SPeNSE was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. SPeNSE will describe the adequacy of the workforce and attempt to explain variation in workforce quality based on State and local district policy, working conditions, preservice education, and continuing professional development.

SPeNSE includes personnel from a nationally representative sample of districts, intermediate educational agencies, and State schools for students with vision or hearing impairments. In spring and fall of 2000, approximately 8,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals participated in a telephone interview. (Additional information on the study can be found on the study's web site, www.spense.org.) Special education administrators of 358 school districts, intermediate educational units (IEUs), and State schools for students with hearing or visual impairments were interviewed.

Information from the survey of administrators on the demand for special education teachers and local administrators' efforts to fill job openings for teachers have been analyzed; nationwide estimates based on their responses are presented in this module. Additional analyses and publications that will be available in the near future will examine the relationship between these factors and the extent to which personnel are adequately prepared to serve students with disabilities.

The Demand for Special Education Teachers

For the 1999-2000 school year, special education administrators[1] reported 69,249 job openings for special education teachers. These open positions included 5,914 teachers of preschool students, 2,738 teachers of primarily students with hearing or visual impairments, 12,013 teachers of students with emotional disturbance, and 48,584 other special education teachers. It should be noted that these reported openings may represent multiple openings for one or more positions. For example, if a special education teacher moves from one district to another, he or she may be counted twice as an opening because he or she filled one job opening while creating another. Almost 97 percent of districts had at least one special education opening during the 1999-2000 school year. On average (using the mean), districts[2] reported having openings for less than one preschool teacher (.58) and teacher of primarily students with hearing or visual impairments (.27). One vacancy per district was the mean for teachers of primarily students with emotional disturbance, and on average, districts needed five other special education teachers during the 1999-2000 school year. Thus, the average district had approximately 7 openings for special education teachers during the year.

The administrators also indicated that as of October 1, 1999, there were 12,241 funded positions that were left vacant or were filled by substitutes because suitable candidates could not be found. Among this total were 612 teachers of preschool

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[1] These individuals include school district special education directors, IEU special education directors, and representatives of State schools for students with visual or hearing impairments.

[2] For purposes of this module, the term district will refer to the school districts, IEUs, and State schools represented by the administrators interviewed.

Table III-9
Proportion of Administrators Viewing New Special Education Hires To Be Excellent Personnel by Size of School District

Size of District	Mean Proportion[a/]
Very large	62.3
Large	75.0
Medium	80.9
Small	89.2

a/ F=.000; means of large and medium-sized districts were not significantly different.

Note: All differences between groups are significant at $p < .05$ except large and medium districts.

Source: SPeNSE Administrator Survey, Item MD8.

students, 385 teachers of students with hearing or visual impairments, 2,970 teachers of students with emotional disturbance, and 8,274 other special education teachers.

As of October 1, 1999, administrators reported that there were 50,310 newly hired special education teachers across the country, including 3,354 preschool teachers, 1,407 teachers of students with hearing or visually impairments, 8,027 teachers of students with emotional disturbance, and 37,522 other special education teachers. While administrators across the country were able to hire only some of the new teachers they needed, they felt that 85 percent of all newly hired teachers and service providers in the last 3 years were excellent at the time they started. The proportion viewed as excellent, however, was negatively related to the size of the district.[3] That is, administrators from small districts judged a greater proportion of their special education personnel to be excellent than did administrators from larger districts (see table III-9).

Administrators were also asked how many person days of substitute teaching they used in a typical week for special education teachers. For the nation, slightly over 50,000 (50,024) person days of substitute teaching were used each week. Assuming that there are 36 weeks in the typical school year, the total number of person days of

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[3] Analyses by size of district excluded IEUs. Very large districts are defined as districts with total enrollments of over 50,000 students. Large districts have enrollments of from 10,000 to 50,000 students. Medium districts have enrollments from 2,500 to 10,000 students, and small districts have enrollments under 2,500 students.

Table III-10
Percent of Districts Using Different Methods To Recruit Special Education Teachers and Related Services Providers

Recruitment Method	Percent	Standard Error
Advertise in national education publications	22.6	3.5
Advertise in local publications	96.8	1.4
Contact educators in other schools and agencies	97.2	1.5
Contact teachers' organizations	54.8	4.6
Contact colleges and universities	98.0	1.5
Use any other special recruitment efforts	92.2	74.5

Source: SPeNSE Administrators Survey, Item MB8.

substitute teachers needed in a school year would be 1,800,864. This is the equivalent of 10,048 full-time substitute teachers each year across the country.

Teacher Recruitment Efforts

Administrators reported using a variety of methods to recruit special education teachers; most were traditional methods, while others involved new technology and activities. As can be seen in table III-10, almost all of the administrators recruiting special education teachers and related service providers in the last 3 years used local publications, contacted educators in other schools, or contacted colleges and universities. Over half of all administrators recruiting special education teachers contacted teacher organizations (55 percent), while only 23 percent advertised in national publications. Other methods of recruitment were reported by 92 percent of administrators and included listing job openings on a web site, participating in job fairs, and working with their State departments of education or using State resources to recruit candidates.

Advertisements in local publications, contacts with educators in other schools, and contacts with colleges and universities were used uniformly across districts in different regions,[4] of different sizes, of different metropolitan status,[5] and with different levels of poverty.[6] Contacting teacher organizations was less frequently used by districts, but no differences existed across districts based on region, size, metropolitan status, or level of poverty. Small and medium-sized districts were less likely to advertise in national publications than were larger districts. Metropolitan status, poverty, and region did not have an impact on the use of national publications.

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[4] Region is defined in terms of the six Regional Resource Centers funded by OSEP.

[5] The variable used is defined by the U.S. Census Bureau; it includes a central city of a metropolitan statistical area (MSA), an MSA but not a central city, and outside an MSA.

Another recruitment tool that has been promoted by some educators is the use of incentives such as signing bonuses, placing newly hired personnel on a higher step of the salary schedule, providing an increase in base salaries or other raise in salary through reclassification, or providing additional fringe benefits. Administrators were asked if they used these types of incentives to recruit or retain special education teachers and service providers for the 1999-2000 school year. Only 15 percent indicated that they had used such incentives. Among these districts, bonuses were used most frequently; however, the districts using bonuses represented only about 7 percent of the number of districts nationwide.

Smaller districts were less likely to use incentives than larger districts, with very large districts most frequently using incentives. Perhaps surprisingly, district poverty had little impact on the use of incentives; that is, wealthier districts were no more likely to use incentives than were poor districts.

Some school districts offered other benefits to entice teachers to take jobs in their districts. For example, some districts offered free training to prepare staff members to become special education teachers or to obtain additional certification, licensure, or endorsement. Nationwide, 46 percent of district administrators maintained that such training was available. However, this training was offered more frequently by districts in the Mid-South than by districts in the Northeast, Great Lakes, Mountain Plains, and Western regions. Small districts were less likely to offer free training than were very large and medium districts.

In addition, many States currently utilize a combined general and special education web-based statewide recruitment approach. The web-based approaches frequently include:

- A single application that can be submitted to some or all districts;

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[6] Poverty was operationalized using the Orshansky index (percent of students below the Federal poverty level as a proportion of all students enrolled in the district). These data were obtained from the January 2000 Quality Education Data (QED) file. Districts were assigned a relative poverty index (1-4) based on the quartiles of the range of Orshansky scores.

- Links to local newspapers and cultural resources;
- Links to State certification offices; and
- Links to higher education programs.

Many States report that the web-based approach has been highly effective.

Criteria Used in Hiring Teachers

Research demonstrates that teacher shortages may not be due to insufficient numbers of individuals seeking teaching positions. Instead, such shortages may be the result of an insufficient supply of teachers with the qualities sought by school districts (Boe, Bobbitt, & Cook, 1996). To examine the qualities sought by administrators in hiring special education teachers, the SPeNSE questionnaire asked about the criteria used to evaluate teaching applicants.

Several evaluation criteria were used by more than 80 percent of the districts nationwide (see table III-11). These criteria included full certification for the students, subjects, and grade levels to be taught; at least an emergency or temporary State certification or endorsement for the specific teaching assignment; graduation from a State-approved teacher education program; a college major or minor that matches the teaching assignment; and the passage of a State test of basic skills. About 75 percent of all agencies reported that they use passage of a State test of subject knowledge; 56 percent used passage of the National Teachers Examination (NTE) or the Praxis Series Core Battery Test of Professional Knowledge. Eighteen percent of administrators reported using other criteria, such as prior experience/ professional background, references and recommendations or referrals, and academic performance. Nearly all administrators (96 percent) reported that they often obtain an appraisal from an applicant's former principal, supervisor, or supervising teacher before making a job offer.

Virtually all administrators (99.9 percent) reported using full standard State certification as a criterion for evaluating job candidates. Graduation from a State-approved program, possession of at least an emergency or temporary State certification or endorsement, and having a major or minor that matches the teaching assignment were also widely used by districts, regardless of region, size of district, metropolitan status, or level of district poverty. Districts in the Northeast and Mid-South were more likely to consider passage of the NTE or Praxis than were districts in other regions. The Mountain Plains region was less likely than the Mid-South, Southeast, Great Lakes, and Western regions to use basic skills tests. These last two findings are undoubtedly a function of the certification policies of individual States.

Table III-11

Percent of Districts Using Different Selection Criteria for General and Special Education Teachers

Selection Criteria	Percent	Standard Error
Full standard State certificate for the students, subjects, and grade levels to be taught	99.9	0.0
At least an emergency or temporary State certificate or endorsement for teaching assignment	86.7	2.9
Graduation from a State-approved teacher education program	88.8	2.8
College major or minor that matches the teaching assignment	88.2	2.9
Passage of State test of basic skills	82.5	3.0
Passage of State test of subject knowledge	74.7	3.3
Passage of NTE or the Praxis Series Core Battery Test of Professional Knowledge	55.9	4.0
Any other criteria	18.0	3.4

Source: SPeNSE Administrators Survey, Item MD1.

Barriers To Hiring Teachers

Many researchers and policymakers have speculated as to why it is so difficult to recruit special education teachers. Suggested explanations range from low salaries and lack of qualified candidates, to constraints posed by unions, schools' control over hiring, and affirmative action. Through the SPeNSE survey, local administrators have provided the first national look at the barriers they faced in recruiting special education teachers over the last 3 years.

Table III-12 indicates that some factors were viewed by the majority of administrators as significant barriers to hiring while others were not. More than 80 percent of administrators concluded that the shortage of qualified applicants was a great or moderate barrier to hiring special education teachers, confirming the findings of Boe and his colleagues (1996). The only other factors considered moderate or great barriers to hiring by more than 40 percent of administrators were geographic location (50 percent), openings becoming available too late in the year (44 percent), and insufficient salary and benefits (59 percent). Examining the mean values of the administrators' responses, the relative rankings of the barriers were the same. However, few administrators reported that other institutional barriers were problematic. Inability to offer job security (9 percent), schools having too much control over hiring decisions (6 percent), constraints imposed by affirmative action

Table III-12

Percent of Districts Viewing Factors as a Barrier To Obtaining Qualified Special Education Teachers in the Last 3 Years

Barrier	Not At All		To a Small Extent		To a Moderate Extent		To a Great Extent		Mean Value (1-4)
	Percent	Standard Error	Percent	Standard Error	Percent	Standard Error	Percent	Standard Error	
Shortage of qualified applicants	4.4	2.0	12.1	3.3	32.0	3.9	51.5	4.5	3.3
Insufficient salary and benefits	21.5	3.4	19.6	3.5	41.9	4.4	17.0	3.3	2.5
Inability to offer job security	68.9	3.9	22.1	3.3	7.2	2.3	1.8	1.7	1.4
Unwillingness to teach the types of students in your district	55.1	4.2	20.0	3.4	18.7	3.6	6.3	2.3	1.8
Perceptions of the working environment in your district	54.0	4.3	29.6	4.3	10.6	2.8	5.7	2.3	1.7
Difficulty identifying the applicant with the best qualifications	59.8	4.2	25.1	3.8	12.8	2.8	2.3	1.4	1.6
Openings becoming available too late	27.4	4.1	28.5	3.8	30.2	3.9	13.9	3.5	2.3
Schools having too much control over hiring decisions	76.8	3.8	17.0	3.2	6.2	2.2	.03	.009	1.3
Constraints imposed by unions or associations	69.4	3.9	17.5	3.2	11.9	2.6	1.2	.5	1.4
Constraints imposed by affirmative action	85.9	2.8	12.9	2.7	1.2	.9	.03	.01	1.2
Geographic location of school	25.9	3.4	23.6	3.4	29.4	4.1	21.0	4.0	2.5

Source: SPeNSE Administrators Survey, Item MB11.

(1 percent), and constraints imposed by unions or associations (13 percent) were not generally seen as great or even moderate barriers to recruiting special education teachers.

Very large districts were more likely than small and medium-sized districts to see the shortage of qualified applicants as a problem. Districts in the Northeast were less likely to report this as a barrier than were districts in the Southeast, Great Lakes, and Mountain Plains regions; this may be a function of the large number of teacher training institutions in the Northeast region. Insufficient salary and benefits were more often viewed as a barrier by the poorest districts than by more wealthy districts. MSA suburban districts were less likely to view insufficient salary and benefits as a barrier than were non-MSA districts.

Small districts viewed the geographic location of the school as a barrier to hiring to a greater extent than did larger districts. Relatedly, districts outside MSAs were more likely to report geographic location as a barrier than were districts within MSAs. Districts in the Northeast were less likely than those in the Southeast, Great Lakes, and West to report openings becoming available too late as a barrier; this again may be related to the large number of teacher training programs in the Northeast.

Conclusions

Across the country, administrators responding to the SPeNSE survey reported having almost 70,000 openings for special education teachers at some time during the 1999-2000 school year. Virtually every district, IEU, and State school for students with hearing impairments or visual impairments had an opening for a special education teacher. On average there were seven openings per district.

The SPeNSE administrator survey provides some explanations and potential solutions to shortages of special education teachers. When asked about barriers to finding teachers, administrators noted that the most significant barriers were related to the supply of quality teachers and to salary and benefits rather than to institutional barriers such as job security, schools' control of the hiring process, and the impact of unions and affirmative action. This suggests that policymakers should put additional efforts into increasing the supply of quality teachers, working to raise teacher salaries and benefits, and attempting to equalize salaries across districts.

Perhaps two of the most problematic hiring barriers cited by administrators are the district's geographic location and the fact that openings become available too late in the year. New approaches to recruitment may help to overcome these barriers. Administrators noted that they overwhelmingly used traditional methods of finding new teachers, such as advertising in local newspapers and contacting local colleges and universities. Relatively few administrators reported using methods such as posting job openings on the World Wide Web. The lack of success that administrators reported in finding qualified teachers and the number of positions left vacant or filled by substitutes suggests that new methods of recruitment need to be more widely utilized. For example, the Mountain Plains Regional Resource Center at Utah State University and the Kansas Department of Education have developed and implemented an Internet-based system that allows school administrators to post regular and special education job openings and provide information about the school and community. Applicants can submit applications and resumes to the school district online. The system has been extended to other States, and those using it have reported success in recruiting regular and special education staff. Their experience suggests that a nationwide system of online recruitment might prove helpful in hiring teachers who are interested in various geographic locations and available late in the hiring season.

While administrators across the country were generally pleased with the teachers they recruited, many openings remained at the beginning of the school year, and some administrators reported that the applicants they hired were not excellent teachers. Some openings were filled by substitutes, while others were left vacant because administrators were unable to hire teachers with the qualities they sought. These findings suggest that greater efforts need to be made to ensure congruence between teacher training programs and the qualities that administrators seek in special education teachers.

Future SPeNSE publications will examine the extent to which special education personnel are adequately prepared to serve students with disabilities, variation in personnel preparation, and factors that explain that variation. Results from those analyses will provide additional information to guide policy development at the national, State, and local levels to ensure an adequate supply of highly trained personnel to serve students with disabilities.

References

Boe, E.E., Bobbitt, S.A., & Cook, L. (1996). *Whither didst thou go? Retention, assignment, migration, and attrition of special education and general education teachers in national perspective.* Philadelphia, PA: University of Pennsylvania, Center for Research and Evaluation in Social Policy.

IV. POLICIES

State Improvement and Monitoring

The Comprehensive Planning Process for the IDEA Part D National Activities Program: Challenge and Opportunity

The Office of Special Education Programs' National Assessment Program

State Improvement and Monitoring

The Office of Special Education Programs (OSEP) has designed its Continuous Improvement Monitoring Process to support the central themes of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997: improved results for children with disabilities, parent involvement, and accountability.[1] OSEP has been working with States, parents, and other advocates to shape OSEP's accountability work in a way that drives and supports improved results for infants, toddlers, children, and youth with disabilities without sacrificing any effectiveness in ensuring that the individual rights of children with disabilities and their families are protected.

OSEP has designed and implemented its Continuous Improvement Monitoring Process around the following critical themes:

Continuity. An effective accountability system must be continuous rather than episodic, it must be clearly linked to systemic change, and it must integrate self-assessment and continuous feedback and response.

Partnership with Stakeholders. OSEP must partner with parents, students, State and local educational agencies, and other Federal agencies in a collaborative process that includes stakeholders at every juncture. The process should include setting of goals and benchmarks; collection and analysis of self-assessment data; identification of critical issues and solutions to problems; and development,

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[1] In the IDEA Amendments of 1997, Congress clearly defined the purposes of IDEA:

(1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; (B) to ensure that the rights of children with disabilities and parents of such children are protected; and (C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

(2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;

(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

(4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities (§601(d)).

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implementation, and oversight of improvement strategies to ensure compliance and improved results for children and youth with disabilities.

State Accountability. States must assume accountability for measuring and reporting progress, identifying weaknesses, and identifying and implementing strategies for improvement.

Self-Assessment. Each State must work with stakeholders to design and implement an ongoing self-assessment process that is focused on improving results for children and youth with disabilities and that facilitates continuous feedback and use of information to support continuous improvement. OSEP will periodically visit programs in the State to verify the self-assessment.

Data-Driven. The continuous improvement monitoring process in each State must be driven by data that focus on improved results for children and youth with disabilities. Each State collects and uses data on an ongoing basis, aligned with the State's performance goals and indicators and with regular OSEP review. States and OSEP will compare data across States, school districts, and early intervention service providers to identify needs and strategies for improvement. Some of the available data which can be critical to the self-assessment and validation process include those regarding graduation and dropout rates, performance of students with disabilities on state- and districtwide assessments, rates at which children with disabilities are suspended and/or expelled from school, and identification and placement of students from racial/ethnic minority backgrounds.

Public Process. It is important that the self-assessment and monitoring process be public and that self-assessment results, monitoring reports, and improvement plans be broadly disseminated.

Technical Assistance. Because the focus of the monitoring process is on continuous improvement, technical assistance is a critical component. OSEP therefore prioritizes the provision of such assistance as a component of its onsite work in each State. OSEP encourages States to include a technical assistance plan as part of their correction/improvement plan and to utilize the Regional Resource Centers (RRCs) and the National Early Childhood Technical Assistance System (NECTAS) to provide and broker technical assistance throughout the continuous improvement process. The identification and dissemination of promising practices are critical components of effective technical assistance.

Evidence of Change That Improves Results for Children with Disabilities and Their Families. To be effective, the monitoring process must result in documented evidence of change that improves results for children with disabilities and their families, rather than just evidence of changes in State or local policies and documents.

The continuous improvement monitoring cycle is ongoing and consists of the following phases:

Self-Assessment. The State works with a steering committee of stakeholders with diverse perspectives to develop and implement a self-assessment to evaluate the State's effectiveness in achieving compliance and in improving results for children and youth with disabilities and their families.

Validation Planning. The steering committee, made up of representatives of stakeholder groups and selected by the State educational agency (SEA) and lead agency, works with OSEP staff to plan strategies for validating the self-assessment results, including, if appropriate, onsite collection of data by OSEP. The validation planning stage includes meetings conducted by the SEA to obtain focused public input, review the self-assessment, and develop a monitoring plan, which can include offsite and/or onsite strategies.

Validation Data Collection. During this phase, OSEP collects validation data, presents those data to the steering committee in a structured exit conference, and works with the steering committee to plan the reporting and public awareness processes. OSEP's data collection may include data collection at both the State and local levels.

Improvement Planning. Based upon the self-assessment and validation results, the steering committee develops an improvement plan that addresses both compliance and improvement of results for children and youth with disabilities. The plan includes timelines, benchmarks, and verification of improvement. OSEP encourages States to include their RRC and/or NECTAS in developing the improvement plan, in order to facilitate the effective inclusion of technical assistance in both planning and implementation of the improvement plan.

Implementation of Improvement Strategies. The State implements and evaluates the effectiveness of the improvement plan.

Verification and Consequences. Based upon documentation that it receives from the State and steering committee, OSEP verifies effectiveness of the actions taken in implementing the improvement plan. As explained above, evidence of change that improves results for children with disabilities is critical. Where the State has been effective in achieving verifiable improvement, positive consequences may include public recognition. If a State does not implement the improvement plan or if implementation is not effective, OSEP may need to impose sanctions. These could include OSEP's prescription of improvement actions, special conditions on grant awards, a compliance agreement, or withholding of funds.

Review and Revision of Self-Assessment. Based on the results of the previous improvement planning cycle, the State reviews the self-assessment and revises it as appropriate.

OSEP customizes its Continuous Improvement Monitoring Process to meet the needs of each State. OSEP uses data from each State's self-assessment, together with other available data (including, for example, past monitoring findings, data that States submit under Section 618 of IDEA, annual Part C and biannual Part B performance reports) to determine the kind and intensity of OSEP intervention that is appropriate for that State. In States where there is evidence of substantial compliance with IDEA requirements and/or evidence that the State has self-identified areas in which improvement is needed and strategies to ensure such improvement, OSEP's focus is on the identification and implementation of promising practices and on working with the State to ensure that the improvement strategies are effective. In States that do not effectively identify areas of noncompliance and other areas needing improvement, OSEP may need to collect substantial data to determine the level of compliance in the State and the areas in which improvement is needed. In States that are not demonstrating compliance, OSEP works with the State to develop improvement strategies. States that fail to correct identified deficiencies may be subject to enforcement actions such as prescription of improvement actions, special conditions on grant awards, a compliance agreement, or withholding of funds.

OSEP has focused its Continuous Improvement Monitoring Process on those areas that are most closely associated with positive results for children with disabilities. To help OSEP and States focus on those areas throughout the process, OSEP has created "cluster charts" that organize IDEA requirements into the following nine clusters:

For Part C (services for children ages birth through 2):

- General Supervision,
- Child Find and Public Awareness,
- Early Intervention Services in Natural Environments,
- Family-Centered Systems of Services, and
- Early Childhood Transition.

For Part B (services for children ages 3 through 21):

- Parent Involvement,
- Free Appropriate Public Education in the Least Restrictive Environment,
- Secondary Transition, and

- General Supervision.

The self-assessment and monitoring process incorporates use of the cluster areas through the following steps:

- Identifying indicators for measuring progress in the implementation of IDEA,
- Identifying potential data sources and gathering data pertinent to the indicators,
- Analyzing the data to determine the positive and negative differences between the indicators as stated and their status, and
- Identifying promising practices and developing improvement and maintenance strategies.

During the summer of 2000, OSEP conducted self-assessment institutes in Chicago and Salt Lake City. States brought teams that represented both the Part B and Part C systems to these institutes. The institutes focused on how States can use their steering committees to make data-based decisions regarding the State's strengths and weaknesses and to design needed improvement strategies. OSEP will conduct institutes in Atlanta and Seattle during the summer of 2001 to improve planning and continue the dialogue on self-assessment.

As shown in table IV-1, OSEP conducted six reviews during the 1999-2000 school year and three additional reviews during the first half of the 2000-01 school year. In addition, in 1999-2000 OSEP made a visit to Illinois for Part B focus and Part C follow up and two corrective action follow-up visits to California.[2]

OSEP's monitoring reports are, like the self-assessment, validation planning and data collection processes, focused around the five Part C and four Part B clusters described above. The following is a summary of the strengths and areas of noncompliance that OSEP has identified through its monitoring reviews.

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[2] Monitoring reports are available online at http://www.ed.gov/offices/OSERS/OSEP or by writing to the OSEP Director at the Department of Education.

Table IV-1
Schedule of 1999-2000 and 2000-2001 Continuous Improvement Monitoring Reviews

Illinois	Florida
September 1999 (Part B focus/C follow-up)	December 1999/February 2000
Ohio	New Jersey
August/October 1999	February/September 2000
Maryland	Pennsylvania
September/October 1999	March/October 2000
Louisiana	California
November 1999/February 2000	January/April 2000/January 2001 (CAP visits)
Colorado	Hawaii
November 1999/January 2000	October 2000/February 2001

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

The information from monitoring reports presented below represents information from 11 monitoring reports issued between September 1999 and October 2000. For a strength or problem to be cited below, it was noted as present in close to half or more of these monitoring reports. OSEP views the areas discussed below to be critical areas in ensuring improved results for children with disabilities, therefore any strengths or problems in these areas are noteworthy.

Part C: General Supervision and Administration

The State lead agency is responsible for developing and maintaining a statewide, comprehensive, coordinated, multidisciplinary, interagency early intervention system. Administration, supervision, and monitoring of the early intervention system are essential to ensure that each eligible child and family receives the services needed to enhance the development of infants and toddlers with disabilities and to minimize their risk for developmental delay. Early intervention services are provided by a wide variety of public and private entities. Through supervision and monitoring, the State ensures that all agencies and individuals providing early intervention services meet the requirements of IDEA, whether or not they receive funds under Part C.

While each State must meet its general supervisory and administrative responsibilities, the State may determine how that will be accomplished. Mechanisms such as interagency agreements and/or contracts with other State-level or private agencies can serve as the vehicle for the lead agency's implementation of its monitoring responsibilities. The State's role in supervision and monitoring includes: (1) identifying areas in which implementation does not comply with Federal requirements; (2) providing assistance in correcting identified problems; and (3) as needed, using enforcing mechanisms to ensure correction of identified problems.

Many of the States that OSEP has monitored during the past 3 years do not yet have effective systems for identifying and correcting noncompliance with Part C requirements. Although most of these States provide ongoing technical assistance to early intervention service providers and agencies that coordinate these services at the local level, they do not have a systematic way to determine the extent to which all of the agencies and individuals that help the State implement its Part C system are actually complying with Part C requirements regarding, for example, public awareness, timely and effective child find, evaluation and assessment, service coordination, individualized determination of child and family needs, and provision of services in natural environments.

There is wide variation in how far States have progressed in developing an effective monitoring system. Some States have not yet conducted a systematic monitoring and evaluation of their Part C program. Other States that have conducted monitoring activities have not included important components of Part C, such as monitoring for natural environments and family-centered practices; ensuring that eligible children and families are receiving all needed services, timely evaluation and assessment activities, and individualized family service plan (IFSP) development; ensuring distribution of public awareness materials by primary referral sources; and a variety of other aspects of Part C requirements. States that identify noncompliance issues frequently have ineffective improvement actions or enforcement strategies, and the noncompliance therefore persists. Some States do not yet have procedures in place to monitor all programs and activities used to carry out Part C, including other State agencies and agencies that do not receive Part C funds.

Some States exhibited particular strengths in how they work with their State Interagency Coordinating Councils, how they collect and use data regarding the effectiveness of the Part C system, and in other areas, such as providing technical assistance to support early intervention service delivery.

Part C: Child Find/Public Awareness

The needs of infants and toddlers with disabilities and their families are generally met through a variety of agencies. However, prior to the enactment of Part C of IDEA, there was little coordination or collaboration for service provision, and many families had difficulty locating and obtaining needed services. Searching for resources placed a great strain on families. With the passage of Part C in 1986, Congress sought to ensure that all children needing services would be identified, evaluated, and served, especially those children who are typically underrepresented (e.g., minority, low-income, inner-city, American Indian, and rural populations), through an interagency, coordinated, multidisciplinary system of early intervention services.

Each State's early intervention system must include collaborative child find and public awareness activities that are coordinated with all other child find efforts in the State. Part C recognizes the need for early referral and short timelines for evaluation because development occurs at a more rapid rate during the first 3 years of life than at any other age. Research in early brain development has demonstrated what early interventionists have known for years—that children begin to learn and develop from the moment of birth. Therefore, the facilitation of early learning and the provision of timely early intervention services to infants and toddlers with disabilities are critical.

A number of States that OSEP has visited in the past 3 years have weaknesses in their systems for public awareness and child find. Some States have not yet found an effective way to ensure that physicians and other primary referral sources make timely referrals to the Part C system. Some have not been effective in ensuring that the system locates, identifies, evaluates and serves infants and toddlers with disabilities in isolated parts of the State or those from minority or non-English speaking families. A number of States cannot complete a comprehensive evaluation and assessment within Part C timelines and therefore either develop an IFSP before completing the evaluation and assessment or delay the development of the IFSP (and therefore the provision of services) beyond the Part C timeline.

OSEP also found strengths in some States that have developed very effective public awareness and outreach systems that ensure the timely identification of infants and toddlers with disabilities and their families and provision of early intervention services to them.

Part C: Early Intervention in Natural Environments

In creating the Part C legislation, Congress recognized the urgent need to ensure that all infants and toddlers with disabilities and their families receive early intervention services according to their individual needs. Three of the principles on which Part C was enacted include: (1) enhancing the child's developmental potential, (2) enhancing the capacity of families to meet the needs of their infant or toddler with disabilities, and (3) improving and expanding existing early intervention services being provided to children with disabilities and their families.

To assist families in this process, Congress also required that each family be provided with a service coordinator to act as a single point of contact for the family. The service coordinator ensures that the rights of children and families are protected, arranges for assessments and IFSP meetings, and facilitates the provision of needed services. The service coordinator coordinates required early intervention services as well as medical and other services that the child and the child's family may need. With a single point of contact, families are relieved of the burden of searching for essential services, negotiating with multiple agencies, and trying to coordinate their own services.

Part C requires the development and implementation of an IFSP for each eligible child. The evaluation, assessment, and IFSP process are designed to ensure that appropriate evaluation and assessments of the unique needs of the child and of the family related to enhancing the development of their child are conducted in a timely manner. Parents are active members of the IFSP multidisciplinary team. The team must take into consideration all the information obtained through the evaluation and child and family assessments in determining the appropriate services needed to meet needs.

The IFSP must also include a statement of the natural environments in which early intervention services will be provided for the child. Children with disabilities should receive services in community settings and other places where normally developing children would be found, so that they will not be denied opportunities to be included in all aspects of our society. In 1991, Congress required that early intervention services be provided in natural environments. This mandate was further reinforced by the addition of a new requirement in 1997 that early intervention can occur in a setting other than a natural environment only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. In the event that early intervention cannot be satisfactorily achieved in a natural environment, the IFSP must include a justification of the extent to which the services will not be provided in a natural environment.

In the past 3 years, OSEP has found in several States that many families do not receive required service coordination, that IFSPs do not include all of the early intervention services that infants and toddlers with disabilities and their families need, that not all services in IFSPs are provided, and that some children do not receive services in natural environments. The lack of effective service coordination results in denial of needed early intervention services and is often the result of insufficient training and/or excessive caseloads.

Part C: Family-Centered Services

Research has shown that improved outcomes for young children are most likely to occur when services are based on the premise that parents or primary caregivers are the most important factors influencing a child's development. Family-centered practices are those in which families are involved in all aspects of the decisionmaking, families' culture and values are respected, and families are provided with accurate and sufficient information to be able to make informed decisions. A family-centered approach keeps the focus on the developmental needs of the child while including family concerns and needs in the decisionmaking process. Family-centered practices include establishing trust and rapport with families and helping families develop skills to best meet their child's needs.

Parents and other family members are recognized as the lynchpins of Part C. As such, States must include parents as an integral part of decisionmaking and service provision, from assessments through development of the IFSP, to transition activities before their child turns 3. Parents bring a wealth of knowledge about their own child's and family's abilities and dreams for the future, as well as an understanding of the community in which they live.

In 1986, Part C of IDEA was recognized as the first Federal legislation to specifically focus attention on the needs of the family related to enhancing the development of children with disabilities. In enacting Part C, Congress acknowledged the need to support families and enhance their capacity to meet the needs of their infants and toddlers with disabilities. On the cutting edge of education legislation, Part C challenged systems of care to focus on the family as the unit of services, rather than the child. Viewing the child in the context of her/his family and the family in the context of its community, Congress created certain challenges for States as they designed and implemented a family-centered system of services.

OSEP found that States used a variety of methods to ensure and enhance family participation in the provision of early intervention services for infants and toddlers. Several states have organized and systematized programs for parent involvement, including local family liaisons, parent-to-parent support networks, programs to assist parents in navigating the system, and a program to train parents to be advocates and to participate on local and State government committees. In these States, parents assist in the development of training materials and public awareness materials. The State Interagency Coordinating Council moves its meetings to various locations around the State to allow more parents to attend and participate in the activities of the Council. These States also provide information in family friendly language and in a variety of dialects to assist families to be able to participate.

Part C: Early Childhood Transition

Congress included provisions to ensure that preschool or other appropriate services would be provided to eligible children leaving early intervention at age 3. Transition is a multifaceted process to prepare the child and the child's family to leave early intervention services. Congress recognized the importance of coordination and cooperation between the educational agency and the early intervention system by requiring that a specific set of activities occur as part of a transition plan. Transition activities typically include: (1) identification of steps to be taken to prepare the child for changes in service delivery and to help the child adjust to a new setting, (2) preparation of the family (i.e., discussions, training, visitations), and (3) determination of other programs and services for which a child might be eligible. Transition planning for children who may be eligible for Part B preschool services must include scheduling a meeting, with approval of the family, among the lead agency, the educational agency, and the family at least 90 days (with parental permission up to 6 months) prior to the child's third birthday. Transition of children who are not eligible for special education also includes making reasonable efforts to convene a meeting to assist families in obtaining other appropriate community-based services. For all Part C children, States must review the child's program options for the period from the child's third birthday through the remainder of the school year and must establish a transition plan.

In the past 3 years, OSEP has found that the States' Part C systems and school districts do not work effectively together to ensure that toddlers with disabilities receive the preschool special education or other services they need when they exit the Part C system at age 3. The IFSPs in some of these States do not include steps to support the child's transition, and some do not convene the required meeting to address transition and/or invite the school district to the meeting.

OSEP found strengths in some States that have gone beyond the Part C requirements to develop especially strong linkages between parents, the Part C system, and school districts to support smooth and effective transition.

Part B: Parent Involvement

A purpose of the IDEA Amendments of 1997 is to expand and promote opportunities for parents and school personnel to work in new partnerships at the State and local levels. Parents must now have an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of their child and the provision of a free appropriate public education to their child. Parental involvement has long been recognized as an important indicator of a school's success, and parent involvement has positive effects on children's attitudes and social behavior. Partnerships positively affect achievement, improve parents' attitudes toward the school, and benefit school personnel as well.

With the enactment of the IDEA Amendments of 1997, OSEP's work in shaping its accountability in a way that drives and supports improved results for infants, toddlers, children, and youth with disabilities intensified. In order to ensure compliance with the amendments, which support positive results for people with disabilities, OSEP designed a multifaceted process. Among the Part B requirements that provide the strongest links to improved educational results for students with disabilities are those addressing the participation of parents and students and general and special education personnel in the development and implementation of educational programs for children with disabilities. One of the four major areas in which Part B requirements are clustered for children ages 3 through 21 is parent involvement.

In the past 3 years, OSEP has found that some States do not ensure that parents are part of the group that determines eligibility or the group that reviews existing data as part of the evaluation process.

Some States have shown strengths in providing especially effective training for parents, including joint training that includes both parents and educators.

Part B: Free Appropriate Public Education in the Least Restrictive Environment

The provision of a free appropriate public education in the least restrictive environment is the foundation of IDEA. The provisions of the statute and regulations (evaluation, individualized education program (IEP), parent and student involvement, transition, participation in large-scale assessment, eligibility and placement decisions, service provision, etc.) exist to achieve this single purpose. It means that children with disabilities receive educational services at no cost to their parents and that the services provided meet their unique learning needs. These services are provided, to the maximum extent appropriate, with children who do not have disabilities and, unless their IEP requires some other arrangement, in the school they would attend if they did not have a disability. Any removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The reports of the Senate Committee on Labor and Human Resources and the House of Representatives Committee on Education and the Workforce for the 1997 amendments emphasized that too many students with disabilities are failing courses and dropping out of school. Those reports noted that almost twice as many children with disabilities drop out as compared to children without disabilities. They expressed a further concern about the continued inappropriate placement of children from minority backgrounds and children with limited English proficiency in special education. The committees stated their intention that "once a child has been identified as being eligible for special education, the connection between special education and related services and the child's opportunity to experience and benefit from the general curriculum should be strengthened. The majority of children identified as eligible for special education and related services are capable of participating in the general curriculum to varying degrees with some adaptations and modifications. This provision is intended to ensure that children's special education and related services are in addition to and are affected by the general curriculum, not separate from it."

In the past 3 years, OSEP has found that although the percentage of children with disabilities placed in less restrictive settings has generally increased, least restrictive environment findings persist in a number of States. While some States have moved many students who were previously served in separate schools for children with disabilities to regular school campuses, receiving special education in a regular education classroom without removal is still not an option considered for many children with disabilities. Often, personnel are not available to provide the supplementary aids and services that children with disabilities need to succeed in regular education classrooms.

In many States, positive behavioral supports, including psychological counseling, are not available to meet the needs of children with emotional or behavioral disabilities. As a result, many of these children are unnecessarily removed from the regular education classroom, are suspended or expelled, or drop out before completing the requirements for a diploma.

Because of personnel shortages, in a number of States either IEP teams do not include all needed related services in students' IEPs, or students do not receive all of the related services in their IEPs.

Some States have, however, shown strengths in providing ambitious and effective training about best practices in inclusion or positive behavioral supports.

Part B: Secondary Transition

The National Longitudinal Transition Study found that the rate of competitive employment for youth with disabilities out of school for 3 to 5 years was 57 percent, compared to an employment rate of 60 percent for youth in the general population. The study identified several factors that were associated with postschool success in obtaining employment and earning higher wages for youth with disabilities. These include completing high school, spending more time in regular education, and taking vocational education in secondary school. The study also shows that postschool success is associated with youths who had a transition plan in high school that specified an outcome, such as employment, as a goal. The secondary transition requirements of IDEA focus on the active involvement of students in transition planning, consideration of student's preferences and interests by the IEP team, and the reflection, in the IEP, of a coordinated set of activities within an outcome-oriented process which promotes movement from school to postschool activities. Through parent and student involvement, along with the involvement of all agencies that can provide transition services, student needs can be appropriately identified and services provided that best meet those needs.

In the past 3 years, OSEP has found that noncompliance regarding transition requirements persists in many States. Although more IEPs for students age 16 or older now include some transition content, the statements of needed transition services in those IEPs do not meet Part B requirements. In many such IEPs, there is no evidence of a coordinated set of activities, designed within an outcome-oriented process, that promotes movement from school to postschool activities.

Some States showed especially effective coordination with other State agencies, partnerships with industry and school-to-work initiatives, the establishment of State Transition Coordinating Councils and Transition Task Forces to address transition from secondary to postsecondary education, grants to expand self-advocacy, and other exemplary system supports for effective transition.

Part B: General Supervision

IDEA assigns responsibility to SEAs for ensuring that its requirements are met and that all educational programs for children with disabilities, including all such programs administered by any other State or local agency, are under the general supervision of individuals in the State who are responsible for educational programs for children with disabilities and that these programs meet the educational standards of the SEA. State support and involvement at the local level are critical to the successful implementation of the provisions of IDEA. To carry out their responsibilities, States provide dispute resolution mechanisms (mediation, complaint resolution, and due process), monitor the implementation of Federal and State statutes and regulations, establish standards for personnel development and certification as well as educational programs, and provide technical assistance and training across the State. Effective general supervision promotes positive student outcomes by promoting appropriate educational services to children with disabilities, ensuring the successful and timely correction of identified deficiencies, and providing personnel who work with children with disabilities the knowledge, skills, and abilities necessary to carry out their assigned responsibilities.

OSEP found in the past 3 years that many States still do not have effective systems for identifying noncompliance, or, when they do identify noncompliance, they do not implement effective follow-up or enforcement strategies to ensure that the public agencies correct the noncompliance. These failures allow the noncompliance discussed above regarding parent involvement, the provision of a free appropriate public education in the least restrictive environment, and transition to persist.

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The Comprehensive Planning Process for the IDEA Part D National Activities Program: Challenge and Opportunity

The United States Congress presented the Office of Special Education Programs (OSEP) with both a challenge and an opportunity in 1997 when it expanded the strategic planning requirements for Part D of the Individuals with Disabilities Education Act (IDEA). Part D authorizes vital national work in research and development, personnel preparation, technical assistance, information dissemination, studies and evaluations, systems change, parent training and information, technology and media services, and program improvement. The purpose of this work is to enhance the provision of special and regular education and related services to children with disabilities under Parts B and C of IDEA. Congress viewed it as essential that activities sponsored under the IDEA Part D National Activities Program support State, district, community, and parent capacity to implement fully and effectively Parts B and C of IDEA by developing an infrastructure that links useful research to practice. Congress also directed that activities funded under Part D be based on a comprehensive plan developed in collaboration with individuals with disabilities, parents of children with disabilities, professionals, and representatives of State and local educational agencies, institutions of higher education, and disability advocacy organizations to reflect their issues and needs. OSEP, as the Federal agency that administers IDEA, was charged with coordinating the plan's development and implementation.

The IDEA Part D National Activities Program Comprehensive Planning Process

OSEP has a long history of involving stakeholders in planning, having engaged individuals with disabilities and professionals from the field in developing programmatic agenda for most of the nine discretionary programs folded into Part D of IDEA. OSEP designed a planning process that:

- Solicits direct input on the plan from large numbers of individuals with disabilities, parents, family members, and professionals in communities across the country;

- Extends OSEP's collegial relationships with the education community, particularly individuals and organizations who carry out Part D activities, while bolstering the community's confidence in OSEP as an agency that responds to consumers' issues and needs;
- Produces a National Activities Program plan that reflects consumers' most pressing issues and needs, extends the knowledge base through useful research, improves the translation of research findings to practice, and makes real long-term contributions to improving the lives of children with disabilities and their families; and
- Gives OSEP effective new ways to work with consumers and stakeholders throughout the plan's implementation to share progress and make mid-course corrections as new issues and needs arise.

OSEP conducted long-term planning sessions with staff, gathering information about the lessons learned from prior planning efforts and recommendations for the new process. OSEP officials asked similar questions in meetings with members of key consumer groups. OSEP also commissioned an examination of model strategic planning efforts conducted in the public and private sectors to find effective mechanisms relevant to the Part D process.

The result is a three-part process that improves previous efforts to involve the broad education community. The process incorporates collaboration with regular education and other Federal offices and agencies as well as direct input from grassroots consumers at the family, school, community, and State levels. Parts of the planning process overlap in implementation and include: (1) soliciting the opinions of key consumers of Part D activities on how to improve results for children with disabilities and their families, (2) soliciting expert opinions on the key issues associated with consumers' priorities and how the Part D National Activities Program might respond, and (3) combining the results of (1) and (2) with other relevant planning information into a comprehensive National Activities Program plan.

Part One: Soliciting the Opinions of Key Part D National Activities Program Consumers

While a variety of public and private nonprofit organizations carry out National Program activities, the consumers of the work are children with disabilities and their families and the teachers, administrators, and other personnel who work with them. These stakeholders comprise the key consumer groups whose needs and preferences must drive the Part D National Activities Program plan. Reaching out to large numbers of these consumers was critically important to OSEP's planning process.

In May 1999, after considerable preparation and conversation, more than 40 national organizations whose members are drawn from the key Part D consumer groups joined OSEP in launching a nationwide effort to engage consumers in the National Activities Program planning process. The membership of participating organizations included people with disabilities, parents and family members, regular education and special education teachers, early intervention service providers, related service providers, district and school administrators, State administrators, business leaders, and policymakers. Executives of each organization met together with OSEP to frame the results of their individual consumer inquiries as lists of consumers' potential issues and needs. Partnerships were formed, and plans were made to solicit direct input from members of each national organization. The organizations promised to reconvene to discuss portions of the proposed plan and share the consumer opinion data gathered in this part of the process.

OSEP's role at this point in the planning process was to combine the lists of potential issues and needs compiled by the national organizations into a user-friendly format for consumers. OSEP used the input from the national organizations to develop a Special Education Consumer Survey[3] that consumers could complete on paper or on a dedicated OSEP planning web site. The opinion survey asked consumers how best to (1) improve the lives of infants, toddlers, and children with disabilities and (2) improve school services and the broad service delivery system. National organizations actively advertised the opportunity to their members and encouraged their participation.

More than 14,900 consumers—including 9,660 individuals with disabilities, parents, and family members—completed the survey between April and September 2000. The viewpoints expressed across various groups—from individuals with disabilities to teachers, related service providers, and administrators—were strikingly similar and clear.

Consumers' Opinions About How To Improve the Lives of Infants, Toddlers, and Children with Disabilities

Consumers reported that the lives of children with disabilities of all ages would be significantly improved if they could experience:

- Greater participation and success in the general curriculum;
- Higher achievement in reading, writing, and mathematics;

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[3] The Special Education Consumer Survey was not a survey of a representative sample of the population. All interested persons were encouraged to respond.

- Greater participation in general education nonacademic or extracurricular activities;
- Greater access to psychosocial and mental health services (for children who need these services); and
- Greater access to information and support for themselves and their families.

In consumers' opinions, infants, toddlers, and preschool children with disabilities also need:

- Greater access to high-quality infant and toddler programs;
- Effective transition into and out of preschool; and
- Greater access to quality health care for themselves and their families.

Similarly, consumers noted that high school-aged and older youth with disabilities require:

- Greater participation in high school transition programs that include community-based work experience as well as college preparation and college mentoring programs;
- Higher rates of high school completion;
- Higher rates of participation after high school in vocational training, community college, and college programs; and
- Greater access to employment support and assistance.

Consumers' Opinions on How To Improve Service Delivery and Performance

Consumers agreed with OSEP and the national organizations that results for children with disabilities and their families are linked to the availability and quality of various services from a broad service delivery system. Consumers identified the most overwhelming improvements needed in service provision and performance as:

- More and better qualified professionals (teachers, therapists, and other), paraprofessionals and assistants to serve infants, toddlers, and children with disabilities;

- Smaller class sizes or case loads of professionals serving children with disabilities;
- Better identification of infants, toddlers, and children with disabilities or those who are at risk for developing a disability;
- Effective collaboration between general and special education personnel and between professionals and individuals with disabilities and their families; and
- Better understanding of the requirements of Federal legislation regarding the rights of individuals with disabilities and their families, (i.e., IDEA, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973)[4].

Plans for the Future

OSEP staff and executives of the national organizations will meet later this year to discuss the implications of consumers' opinions along with the results of expert panels' work in part two of the National Activities Program planning process. The dialogue will continue as the Part D National Activities Program plan is further developed and implemented.

Part Two: Soliciting Expert Opinions on the Key Issues Associated with Consumers' Priorities and How the Part D National Activities Program Might Respond

OSEP believed it could improve upon previous planning efforts that established directions which were not global enough and often left the agency with insufficient information and guidance in directing its finite resources. Therefore, OSEP designed part two of this planning process to focus on a few key issues that must be resolved in order to address the needs of consumers and improve results for children with disabilities and their families. OSEP used its work with the Government Performance and Results Act (GPRA) to frame this part of the process. The agency grouped its GPRA goals and objectives into five broad Part D planning areas that, in turn, reflect major provisions of IDEA. The five broad planning areas are:

- Students with disabilities' access to and participation and progress in the general curriculum;
- Standards-based reform and students with disabilities;

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[4] Westat (2001). *Implementing a strategic approach for setting a federal agenda for the discretionary program: Special Education Consumer Survey results*. Durham, NC: Author.

- Positive behavioral intervention, social/emotional, and life skills supports and services for students with disabilities;
- Early childhood programs for infants, toddlers, and preschoolers with disabilities and their families; and
- Secondary education, transition, and employment for students with disabilities.

OSEP convened an expert panel in each area to expound upon the implications of the Special Education Consumer Survey and other planning information, key issues requiring resolution in order to respond to consumers' priorities, and possible Part D strategies.

As OSEP was receiving consumers' responses to the Special Education Consumer Survey, the agency again reached out to the national organizations to appoint consumer authorities to the five expert strategy panels. Forty organizations sent a representative to a panel of their choice. The agency also turned to another expert opinion source at this critical point in the planning process—individuals considered by the education community to be knowledgeable about the five broad planning areas and the application of the various National Activities Program strategies, such as research and development, personnel preparation, and technical assistance. OSEP invited 40 such National Activities Program experts to serve on the five panels, along with staff of other Federal offices and agencies concerned with results for children with disabilities.

As a result, between 15 and 20 nationally recognized research, training, personnel preparation, and technical assistance authorities, as well as consumers, served on each panel. Panels worked intensively from September through November 2000. The charge to the panels was to define the few key issues that influence the making of significant progress in improving results for children with disabilities and that respond to consumers' priorities. Panels then determined the most critical gaps that needed to be bridged in order to address each issue and plausible strategies OSEP might incorporate into the IDEA Part D National Activities Program plan. A brief summary of the key issues identified by each panel follows.

Students with Disabilities' Access to and Participation and Progress in the General Curriculum

Consumers chose greater participation and success in the general curriculum as a priority for improving the lives of children with disabilities. IDEA places significant emphasis on helping children with disabilities, at an individually appropriate level, participate and progress in the general curriculum. The individualized education program (IEP) must include accommodations, modifications, and any related services that the child needs to access the general curriculum, as well as identify the supports that service providers need to carry out the child's program. The panel's consensus was that the following three issues are most influential in students' access to the general curriculum and must be addressed if access, participation, and progress are to increase.

Definitions Are Needed for the Terms Access, Participation, and Progress in the General Curriculum

Regular education and special education stakeholders do not have a shared understanding of the IDEA provisions related to access, participation, and progress in the general curriculum. The terms access, participation, and progress have not been operationally defined in practice; there is great variation in how these terms currently are being used. The absence of a clear consensus of meaning is undermining efforts to develop sound policy, conduct research, and improve practice. Moreover, professionals disagree about what constitutes the general curriculum. For some, curriculum refers strictly to the district- or State-mandated academic study. Others view curriculum more broadly as instruction not just in academics, but in other areas (e.g., social, communication, orientation and mobility, life, and self-determination skills).

The Individualized Educational Needs of Students with Disabilities Must Be Met by the General Curriculum To the Maximum Extent Appropriate

Although some progress has been made, many students with disabilities do not have sufficient access to general curriculum and instruction. The barriers vary. In some cases, it is an overall matter of not providing instruction appropriate to curriculum standards. Instructional practices and materials may be outdated, inappropriate for the curriculum goals, and not reflect current research on best practices. Assessment practices may be inappropriate or inadequate as well. In other cases, it is a matter of not addressing the instructional needs of a diverse group of learners, including students with disabilities. Instructional methods and materials may be insufficient to accommodate multifaceted needs. Textbooks, instructional materials, and assessments often are not available in the medium or format required by many students nor do they accommodate for cultural and linguistic differences. In some instances, supplemental aids and services necessary for participation may not have been adequately provided to a child. The issue is compounded further because little is known about how students with disabilities acquire, maintain, and apply knowledge and skills in general curriculum settings, and what teaching strategies may, in fact, lead to better outcomes. For students who do not make adequate progress in the general curriculum and who require more intensive, individualized instruction, few strong empirically documented practices have been identified for ensuring that important skills are acquired, maintained, and transferred.

More School-Based and District-Level Support Is Needed To Support Students with Disabilities in Accessing, Participating, and Progressing in the General Curriculum

Progress for students with disabilities in the general curriculum requires a system in which all stakeholders within the classroom, school, and community work together for the students' benefit. However, schools and school districts typically are not organized to facilitate collaborative practices among students, professionals in the school, parents and families, and the community. Regular education school and district leaders often do not perceive themselves as having primary responsibility for students with disabilities—and subsequently, lack the knowledge, skills, understanding, and commitments necessary for building a unified student body. Special education-related tasks often are left to special education personnel to complete. Collaboration is at the core of ensuring that students with disabilities access, participate, and progress in the general curriculum.

Standards-Based Reform and Students with Disabilities

To ensure that children with disabilities are included in reform efforts and are able to demonstrate performance in the general curriculum to the maximum extent appropriate, IDEA provides that the performance results of children with disabilities shall be reported to the public just as performance results are reported for all children, so long as the reporting method will not result in identifying the performance of individual children. IDEA places significant emphasis on ensuring that children with disabilities participate in general state- and districtwide assessment programs, with appropriate accommodations if necessary as determined by the IEP team. IDEA also provides that alternate assessments be developed and provided for students for whom the regular assessment is considered inappropriate.

OSEP selected standards-based reform and students with disabilities as a broad Part D planning area even though consumers did not report it as a high priority in part one of the planning process. The panel decided that this lack of understanding, is, itself, a key issue.

The Regular Education and Special Education Communities, as well as the General Public, Do Not Understand the Relevance of Including Students with Disabilities in Standards-Based Reform

A mindset of universal access to standards-based reform is necessary if students with disabilities are to be equally included in accountability systems. However, the general public does not understand standards—what they are, their purpose, and how to gauge progress using them. Nor is the public convinced that students with disabilities should be included in large-scale assessments of achievement that are part of standards-based reform. Some educators oppose including students with disabilities in reform efforts based on a belief that doing so would, in fact, be harmful to students. As a consequence, the supports necessary to create a learning environment in which all students, including those with disabilities, meet high expectations for learning are absent. For example, knowledge of appropriate instructional and assessment supports, modifications, and accommodations that enable students with disabilities to participate in standards-based reform is not reaching teachers, families, and the general public.

Current Policies Do Not Support Participation of Students with Disabilities in Standards-Based Reform Initiatives

Standards-based reform for all children is just one of many policy decisions facing educational decisionmakers. Tension exists between the traditional special education focus on individual student achievement and the corresponding regular education focus on group achievement—with neither side in full agreement as to the complex interaction of the components within standards-based reform. Many students continue to be excluded from accountability systems; in fact, some State policies encourage exclusions and exemptions. Including students with disabilities in standards-based reform initiatives requires that policies are coordinated and coherent.

Resolve Issues Related to Accountability and Assessment

Technical and equity issues complicate the ease with which students with disabilities may participate in large-scale assessment and accountability systems, resulting in large numbers of these students that continue to be exempted. Often, when students do participate, data are not disaggregated, accessible, or timely. Confusion also exists regarding accommodations and modifications in the administration of large-scale assessments. For example, State policies vary with regard to the use of accommodations, and there is a lack of consistent applications of accommodations on statewide assessments. Moreover, there continues to exist an unclear relationship between the use of assessment accommodations on large-scale tests and their use in daily instruction.

Positive Behavioral Intervention, Social/Emotional, and Life Skills Supports and Services for Students with Disabilities

Consumers participating in part one of the National Activities Program planning process want students with disabilities suspended or expelled less frequently. Consumers believe that effective intervention and supports exist and should be available to students with disabilities. IDEA provides that children with challenging behaviors receive instruction and services, including preventive measures, to help them achieve a quality education. The expert panel summarized consumers' points of view into four issues that, when addressed, promise to help alleviate the negative consequences of students' challenging behaviors.

Children Need Early Access to Comprehensive Support

Early access to comprehensive, intensive, individualized prevention and behavior supports is key to improving results for children with challenging behaviors. Yet traditionally, the mode for addressing the challenging behaviors of children is reactive—that is, punishing or removing a child after a problem or crisis has occurred. Moreover, school interventions for problem behavior may be based on unproven strategies and be implemented by staff who lack the training needed to deal appropriately with the child and situation. Although some services exist, coordination may be lacking among schools and other agencies. Too often, primary responsibility for behavior is placed on families, with little support.

Children With or At Risk for Delinquent or Antisocial Behavior Need Specialized Services

A comprehensive, interagency system of services that meets the social, emotional, and behavioral needs of children and youth is necessary to prevent delinquent and antisocial behavior and to improve programs for youth. Some pockets of effective practice exist currently, but coordinated efforts are lacking. Overall, policies and strategies for this population of children tend to be characterized by punitive and reactive measures, ranging from total neglect to those that are applied too late to have an impact on the problem. Once in the juvenile justice system, children do not fare well. Juvenile and adult court officers, including judges, often are unaware of disability issues, including the characteristics and needs of children and youth with disabilities. A free appropriate public education rarely is made available to children with disabilities in detention and correctional programs. Most youthful offenders emerge from correctional programs without basic literacy, vocational, or adaptive behavior skills.

There Is a Shortage of Schoolwide Support Systems

Systems of multidimensional prevention that encompass the individual, family, school, and community require human and fiscal resources. Schools must have a sufficient supply of skilled and knowledgeable personnel who are positively disposed toward children and youth with challenging behaviors—and these staff must have the resources they need to implement fully and effectively IDEA provisions. Further, linkages with families, neighborhoods, businesses, and community agencies are needed to provide coordinated, comprehensive systems of care across all levels of students' emotional/behavioral problems and needs. Presently, schools are faced with an insufficient supply of personnel and a widespread concern about the preparation of those who are now being asked to teach children with complex, challenging behaviors and emotional disabilities. While there are relatively greater resources available for schoolwide support, there is a critical shortage of resources for comprehensive, intensive intervention systems.

Many Disenfranchised Children with Challenging Behaviors Are Unserved or Underserved

A number of children with emotional/social needs—such as those with autism, developmental disabilities, and those who are homeless, migrant, and/or in foster care and psychiatric facilities—are not being served or are underserved. Lack or fragmentation of services may result from a variety of reasons, including lack of understanding and training on the part of service providers, differing eligibility requirements, misdiagnosis, and poor outreach to families. Comprehensive and coordinated interagency service systems are needed to address the complex behavior and life skills needs of these disenfranchised children.

Improving Results in Early Childhood for Infants, Toddlers, and Preschoolers with Disabilities and Their Families

Consumers stressed that infants, toddlers, and preschoolers with disabilities need to be identified as having or at-risk of developing a disability as early as possible and then have greater access to high-quality programs and health care if results for young children are to improve. Positive early childhood results typically refer to improved development for children in their first 5 years, as well as improved family capacity for supporting their children's development. Early intervention services are meant to enhance children's functional development through effective, family-focused services provided in natural environments. Preschool services should allow children to participate in regular education settings with nondisabled age-appropriate peers, preparing children with disabilities for elementary school success. The expert panel identified the following issues influencing the quality of early childhood results.

Early Identification Must Be Expanded and Improved

Gaps in information, tools and practices, training, and policy inhibit the early identification of infants, toddlers, and preschoolers with special needs. Many children are not referred because families and professionals, as well as community members in general, are unaware of screening, evaluation, and early intervention services. To improve referral, intake, and access to early intervention and preschool programs for families with children with disabilities, efforts must be made to broaden parent information as well as public and professional awareness.

More and Better Qualified Personnel Are Needed To Serve the Needs of Young Children with Disabilities

There is a shortage of personnel qualified to work with infants, toddlers, and preschoolers, including a lack of pediatricians in many communities. These shortages pose a significant threat to the quality of programs for young children with disabilities. Great disparities in personnel development exist across States, professions, and employers. In general, training for infant/toddler caregivers is minimal, which contributes to overall personnel problems. The need for more and better qualified providers cuts across a range of disciplines, professions, and agencies.

Collaboration Among All Stakeholders Is Needed

While all States have developed early intervention programs, and several States have developed specific preschool policies involving the use of individual family service plans (IFSPs), service delivery still lacks the collaboration needed to ensure that an appropriate variety of services are available to children age birth through 5. There is a continued need to develop models that support the development of community-based collaboration among agencies, families, and service providers at State and local levels. The purpose of such models is to enhance services, foster transition, and coordinate funding of high-quality early intervention and preschool programs.

Outcomes and Indicators To Guide Early Childhood Services Must Be Developed

Presently, there is a lack of agreement about outcomes and indicators for effective early childhood services. Available data tend to describe numbers of children, service hours and dollars, but not child and family outcomes. There is a critical need to develop meaningful process and outcome indicators to guide early childhood services for children, families, and communities.

Students with Disabilities' Secondary Education, Transition, and Employment

Congress viewed the reauthorization of IDEA as an opportunity to prepare children with disabilities better in order to make a successful transition to adult life. Promoting increased options and opportunities for students with disabilities requires that they participate in a rigorous and relevant curriculum that will provide them with the skills and competencies needed in order to achieve their postsecondary goals. Consumers participating in part one of the National Activities Program planning process pointed out that youth with disabilities need to participate in greater numbers in secondary school transition programs that include work experiences as well as preparation for college. After secondary school, youth with disabilities need to participate in vocational training, community college, and college programs. Long term, youth need access to employment support and assistance as necessary. The expert panel articulated four key issues it believed would have to be resolved to realize improved results for students with disabilities.

Students with Disabilities Need Training in Self-Determination and Self-Advocacy Skills, as Well as Opportunities To Use Those Skills in Meaningful Contexts

Self-determination and self-advocacy are critical to the successful transition of students with disabilities from secondary education to postsecondary environments, including continuing education, employment, and community living. Students need opportunities to develop and use these skills in a variety of meaningful contexts. Presently, many students with disabilities have limited opportunities to make significant choices as part of their secondary school experience, leaving them unprepared to communicate, solve problems, and advocate for themselves in postsecondary environments. Emphasis during the transition years on developing and applying decisionmaking, communication, and advocacy skills to promote self-determination must be viewed as critical components of each student's IEP/transition plan.

Secondary-School-Aged Students with Disabilities Must Be Able To Access, Participate, and Progress in a Rigorous and Relevant General Curriculum

All secondary-school students must participate in a rigorous and relevant general curriculum to the maximum extent appropriate if they are to experience success in postsecondary settings. For students with disabilities, this includes access to and participation in curricular and extracurricular activities that promote academic success, independence, and multiple options for postsecondary learning, employment, and community participation and learning. However, many secondary-school students with disabilities are tracked into low-level academic courses. Those who do participate in regular education classes may find that teachers are unprepared to diversify instruction or make the types of accommodations and modifications students with disabilities need to succeed in a rigorous curriculum.

Service Coordination and Collaboration Must be Enhanced

While improving interagency collaboration has been an important focus for more than two decades, its benefits have yet to be realized by many individuals with disabilities, particularly after they lose the protections of IDEA (i.e., a free appropriate public education) when they exit school. Too often, education and workforce development systems remain separate, with participation of workforce development agencies (e.g., vocational rehabilitation) limited to IEP meetings.

More Accountability Is Needed for Results and Postsecondary Outcomes

The collection, analysis, and use of postschool measures for all students, including students with disabilities, are critical elements in expanding the concept of accountability from school graduation rates to indicators of postschool success. The use of such measures is essential to improving secondary/transition programs and expanding options and opportunities for individuals with disabilities. Unfortunately, there are a number of barriers to achieving postschool accountability for students with disabilities at the secondary level. At the outset, there tends to be little agreement regarding the value of school and postschool data as a guide to school reform and improvement. Accountability for students tends to end when students graduate or exit school. Postschool data are seldom collected, and when they are, there is little sharing between the school and other agencies.

Plans for the Future

Explicating the key issues associated with consumers' opinions is a major contribution to the National Activities Program planning process, giving OSEP a sense of focus and priority the agency lacked from prior planning activities. But panels went beyond defining key issues. They explored the major gaps separating current practice from what is needed to ensure better results for children with disabilities for each issue, and they reflected on the National Activities Program strategies that might best bridge the gap. Strategies focused most frequently on research and knowledge production, capacity building, and generating public awareness and support. All five panels highlighted personnel preparation and professional development as a prominent capacity-building strategy.

OSEP looks upon the expert-based opinion provided by the five panels thus far in the National Activities Program planning process as the beginning of an ongoing conversation between the agency and stakeholder representatives. OSEP intends that the expert panelists remain active in National Activities Program planning along with the agency staff and executives of national organizations concerned with better results for children with disabilities and their families.

Part Three: Using the Planning Process To Develop the IDEA Part D National Activities Program Plan

OSEP has made immediate use of consumers' opinions and the work of the expert panels as information from parts one and two of the planning process has become available. Agency-wide staff workgroups have chronicled the agency's activities in each of the five broad Part D planning areas and found that projects aligned with several key issues are already under way. Staff have consulted specific recommendations of individual panels in developing work scopes for upcoming projects and initiatives. These internal planning workgroups are now a part of the agency's permanent operations and will assume responsibility for integrating the results of the planning process with other planning information to develop long-term research-to-practice Part D National Activities Program strategies.

The results of this comprehensive process are a significant resource and are expected to influence the Part D National Activities Program plan. However, they are not the only knowledge source. Consistent with Congress' instructions, the agency is analyzing the findings of its Parts B and C monitoring and oversight efforts to ensure that the Part D National Activities Program plan responds to the critical implementation and compliance concerns. Similar analyses are targeting needs expressed by States in State Improvement Grant program proposals, submitted under Part D, Subpart 2 of IDEA. Once these analyses are complete, the agency will map long-term research-to-practice strategies in each of the five broad Part D planning areas. As always, choices will have to be made to comply with resource limitations. OSEP intends to select strategies that:

- Take advantage of the agency's current activities relevant to consumers' opinions and the key issues associated with responding to consumers' needs;
- Have the greatest potential to contribute to improved results for children with disabilities in the next decade;
- Optimally combine several types of Part D activities in research, technical assistance, capacity building, and public awareness and support; and
- Leverage OSEP's involvement to bring about more attention to the issue by other public agencies at the Federal, State, and local levels and other private nonprofit agencies and organizations.

OSEP will publish drafts of the Part D National Activities Program plan for discussion and comment by stakeholder representatives including, at a minimum, the national organizations and experts collaborating with the agency in the planning process. OSEP will also invite public comment before presenting a proposed National Activities Program plan to Congress for approval later this year.

The Office of Special Education Programs' National Assessment Program

The U.S. Department of Education's Office of Special Education Programs (OSEP) is undertaking a comprehensive program of national assessment to provide information on a wide range of issues related to the Individuals with Disabilities Education Act (IDEA), as amended in 1997, and its effect on States, districts, schools, and children with disabilities and their families. Section 674(b) of IDEA requires OSEP to conduct a national assessment of special education to determine the effectiveness of the Act in achieving its purposes to provide information to the President, Congress, States, local educational agencies (LEAs), and the public on how to implement the Act more effectively and to provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of the Act more effectively. In addition, the national assessment will provide OSEP with information to use in measuring indicators of program effectiveness as part of the Government Performance and Results Act (GPRA), in program planning, and in response to information requests from its many constituencies.

The national assessment described below includes a set of child-based studies that assess the experiences and outcomes of children with disabilities across the age range. It also includes three studies that focus on States, districts, and schools to address questions of special education policy and program implementation, staffing, and costs.

Child-Based Longitudinal Studies

National Early Intervention Longitudinal Study (NEILS)

In 1996, OSEP began funding a multi-year study of infants and toddlers and their families who are receiving early intervention services through Part C of IDEA. This study, conducted by SRI International and its subcontractors (the Frank Porter Graham Child Development Center, Research Triangle Institute, and the American Institutes for Research), follows a nationally representative sample of 3,338 families and children from the time they enroll in early intervention programs, through their time in these programs, and finally through the transition out of early intervention and into other settings. The study is answering a variety of questions about (1) the characteristics of program participants; (2) the type and level of services they are receiving, and who is providing them; (3) the outcomes realized by children and

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families during Part C participation and in the years that follow; and (4) the association of characteristics of the participants and services received with outcomes.

Data are currently available from this study, which is expected to be completed in 2005. (See the *Twenty-second Annual Report to Congress* and the following modules in this report: Results Experienced by Children and Families Entering Early Intervention, Characteristics of Children and Families Entering Early Intervention, and Services Received by Children and Families Entering Early Intervention.) For more information, see www.sri.com/neils.

Pre-elementary Education Longitudinal Study (PEELS)

OSEP has commissioned SRI and its subcontractors, Research Triangle Institute and Westat, to design this longitudinal study of children who are ages 3 to 5 and receiving special education services during the first year of the study. PEELS will involve a nationally representative sample of approximately 3,100 children in special education who will be followed into early elementary school. Information will be collected from parents, preschool and elementary school teachers, preschool directors, and school principals regarding children's characteristics, household contexts, school programs and related services, and outcomes in several domains. Indicators from various relevant sources will permit examination of the factors that contribute to positive outcomes and of these children's growth and change in academic and social domains. The critical transition between preschool and kindergarten will be a particular aspect of the study. The study features direct assessment of children, focusing on early reading development in these crucial formative years.

PEELS is currently in the design phase with implementation planned to begin in the spring of the 2001-02 school year and continue through 2008. A web site with information on this project is located at www.sri.com/peels.

Special Education Elementary Longitudinal Study (SEELS)

To begin to fill the information gap for elementary and middle school students in special education, OSEP awarded a contract for the SEELS to SRI International and its subcontractor, Westat, in February 2000. SEELS will include a nationally representative sample of approximately 14,000 students in special education who were age 6 and in first grade through age 12 in the 1999-2000 school year. The students will be followed as they transition from elementary to middle and middle to high school. Key research questions for the study will address the characteristics and functional abilities and disabilities of students in special education; the characteristics of their households; characteristics of their schools, school programs, and classroom experiences; as well as aspects of their lives out of school. Data are being collected from students, parents, teachers, and principals. Findings will generalize to special education students in this age range as a whole, to students in each Federal special education disability category, and students in each single-year age cohort. The study features direct assessment of students, focusing on growth scores in the areas of reading and mathematics.

Initial SEELS data were collected during the spring of 2000 and became available in spring 2001. A year of reporting will complete the study in 2004-05. (See the module Family Involvement in the Education of Elementary and Middle School Students Receiving Special Education in this report.) For additional information, see www/sri.com/seels.

National Longitudinal Transition Study-2 (NLTS2)

The implementation contract for NLTS2 was awarded to SRI International and Westat, its subcontractor, in January 2001. The study will involve a large, nationally representative sample of 13,000 students who will be ages 13 to 16 at the outset of the study. Data will be collected on their individual and household characteristics; achievement scores on standardized assessments; aspects of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in the employment, education, independence, and social domains. The study will be conducted over a 10-year period, following the oldest cohort of students for 9 years or until age 26. The length of the study will allow us to examine postschool outcomes during the early adult years so that experiences, such as employment after college, can be assessed.

Initial data for this study will be available in spring 2002 with subsequent waves of data collected through 2009. A year of reporting will complete the study in 2010. For additional information, see www.sri.com/nlts2.

Issue-Based Studies

Study of Personnel Needs in Special Education (SPeNSE)

In February 2000, OSEP contracted with Westat to conduct SPeNSE, a study involving extensive interviews with a national sample of 8,000 school personnel, including regular and special education teachers, speech-language pathologists, preschool special education teachers, and paraprofessionals serving students with disabilities. The study focuses on the adequacy of the workforce and attempts to explain variation in workforce quantity and quality based on State and district policy, working conditions, preservice education, and continuing professional development. In addition, SPeNSE examines other indicators of teacher quality such as tested ability, teaching credentials, professionalism, demographic representation, and classroom teaching practice.

Data from SPeNSE were available in spring of 2001. (See the module Special Education Teacher Recruitment and Hiring in this report.) The study will conclude with a series of reports and dissemination activities in 2002. Further information is available at www.spense.org.

State and Local Implementation of IDEA (SLIIDEA)

This study was designed to evaluate the implementation and impact of IDEA. The SLIIDEA study, awarded in April 2000 to Abt Associates and its subcontractors, Westat and SRI, will provide information annually on the status of the implementation of the law and its effects on policies and practices at the State, district, and school levels, with a focus on implementation issues in six cluster areas of IDEA: improved student performance, including graduation rates; supporting least restrictive environment; successful transitions for preschool children; successful transitions to postschool life; positive behavioral supports; and positive parent involvement.

Repeated large-scale surveys and special topical studies that include case studies and focus groups are planned. Data on State-level policies will be disseminated starting in fall 2001; subsequent data collection and analysis will focus on the district and school levels. (See the module Using Implementation Data to Study State, District, and School Impacts in this report.) SLIIDEA will be completed in 2005. Further information is available at www.abt.sliidea.org.

The Special Education Expenditure Project (SEEP)

Through a contract awarded to the American Institutes for Research in February 1999, this study examines how Federal, State, and local funds are used to support programs and services for students with disabilities, with special attention to the fiscal provisions enacted under the IDEA Amendments of 1997. In addition to determining the total and per pupil amounts spent on special education and related services throughout the United States, SEEP will collect data in such a way as to increase understanding of the overall patterns of allocation of educational dollars to students with disabilities.

Initial data for this study were available in summer 2001, with information disseminated through OSEP's Center for Special Education Finance. The study will conclude in 2004. For additional information, see http://csef.air.org.

Status of the National Assessment Program

The majority of studies in the National Assessment Program completed a design phase that included several complex tasks, including sample selection, instrument development and testing, OMB clearance of instrumentation, and recruitment of the sample. As a result, most of the studies have just finished the first wave of data collection or are still in the field.

Table IV-2
Summary Table for OSEP's National Assessment Program

Project Name	Focus	Start Date	First Data Available	End Date	OSEP Staff Contact
Child-based Studies					
NEILS	Services and outcomes for infants in Part C, ages 0-3	January 1996	Data currently available	2005	Scott Brown
PEELS	Services and outcomes for students with disabilities, ages 3-5	Projected-December 2001	Spring 2003	2008	Lisa Holden-Pitt
SEELS	Services and outcomes for students with disabilities, ages 6-12	February 2000	Data currently available	2005	Judy Holt
NLTS2	Services and outcomes for students with disabilities, ages 13-16	January 2001	Spring 2002	2010	Patricia Gonzalez
Issue-based Studies					
SPeNSE	Quality and quantity of school personnel serving students with disabilities	February 2000	Data currently available	2002	Patricia Gonzalez
SLIIDEA	Implementation and impact of IDEA (policy)	April 2000	Fall 2001	2005	Kelly Henderson
SEEP	Special education expenditures	February 1999	Fall 2001	2004	Scott Brown

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APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children with disabilities served under IDEA and reference data on all school-aged children. As required by IDEA, the Part B data tables include child count (1999-2000), placement (1998-99), personnel (1998-99), and exiting (1998-99). Data on infants and toddlers served in accordance with IDEA, Part C are also included. Finally, data on estimated resident population for children ages 3 through 21, total enrollment for students in pre-kindergarten through 12th grade, and State grant awards under IDEA are provided. Several tables report national totals only. These totals reflect counts for the United States and Outlying Areas.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group, During the 1999-2000 School Year

	AGE GROUP					
STATE	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	7,335	44,213	42,952	87,165	5,263	99,763
ALASKA	1,633	8,238	6,964	15,202	560	17,495
ARIZONA	9,076	42,766	37,433	80,199	4,061	93,336
ARKANSAS	9,031	24,038	25,182	49,220	2,613	60,864
CALIFORNIA	58,491	292,498	264,389	556,887	25,437	640,815
COLORADO	8,067	33,684	31,954	65,638	3,243	76,948
CONNECTICUT	7,275	31,236	32,698	63,934	3,513	74,722
DELAWARE	1,641	7,639	6,467	14,106	540	16,287
DISTRICT OF COLUMBIA	560	3,773	4,222	7,995	793	9,348
FLORIDA	29,363	168,228	143,946	312,174	14,661	356,198
GEORGIA	15,922	81,202	62,155	143,357	5,095	164,374
HAWAII	1,860	10,148	10,164	20,312	792	22,964
IDAHO	3,626	13,463	11,038	24,501	985	29,112
ILLINOIS	28,193	134,596	116,996	251,592	11,436	291,221
INDIANA	14,499	72,647	58,009	130,656	6,444	151,599
IOWA	5,599	30,063	32,657	62,720	3,651	71,970
KANSAS	7,334	25,927	24,152	50,079	2,623	60,036
KENTUCKY	15,913	40,751	31,601	72,352	3,272	91,537
LOUISIANA	9,671	41,288	40,593	81,881	5,080	96,632
MAINE	3,954	14,980	14,578	29,558	1,627	35,139
MARYLAND	9,750	50,278	47,595	97,873	4,088	111,711
MASSACHUSETTS	14,568	69,584	72,328	141,912	8,533	165,013
MICHIGAN	19,119	95,812	87,978	183,790	10,495	213,404
MINNESOTA	11,370	45,796	46,378	92,174	4,398	107,942
MISSISSIPPI	6,812	28,237	24,522	52,759	2,788	62,359
MISSOURI	10,683	60,340	57,700	118,040	6,227	134,950
MONTANA	1,614	8,458	8,143	16,601	824	19,039
NEBRASKA	3,707	19,590	17,353	36,943	1,927	42,577
NEVADA	3,664	16,508	14,397	30,905	1,134	35,703
NEW HAMPSHIRE	2,193	11,621	13,311	24,932	1,472	28,597
NEW JERSEY	16,058	100,956	87,419	188,375	9,897	214,330
NEW MEXICO	5,115	21,665	23,223	44,888	2,343	52,346
NEW YORK	50,140	175,003	185,435	360,438	23,769	434,347
NORTH CAROLINA	17,361	84,191	66,212	150,403	5,303	173,067
NORTH DAKOTA	1,283	5,937	5,699	11,636	693	13,612
OHIO	19,341	103,201	100,125	203,326	13,533	236,200
OKLAHOMA	6,077	37,472	35,393	72,865	4,207	83,149
OREGON	6,387	34,536	29,655	64,191	2,953	73,531
PENNSYLVANIA	19,976	98,744	99,974	198,718	12,481	231,175
PUERTO RICO	6,274	26,126	23,078	49,204	3,262	58,740
RHODE ISLAND	2,651	13,716	12,140	25,856	1,388	29,895
SOUTH CAROLINA	11,352	51,303	36,987	88,290	3,511	103,153
SOUTH DAKOTA	2,267	7,757	5,476	13,233	746	16,246
TENNESSEE	10,690	57,225	52,888	110,113	5,929	126,732
TEXAS	36,079	210,358	221,626	431,984	25,787	493,850
UTAH	5,914	25,463	21,535	46,998	2,477	55,389
VERMONT	1,391	5,476	6,414	11,890	792	14,073
VIRGINIA	13,926	73,622	66,817	140,439	6,933	161,298
WASHINGTON	11,623	54,136	45,500	99,636	4,976	116,235
WEST VIRGINIA	5,409	22,816	19,723	42,539	2,366	50,314
WISCONSIN	13,934	50,360	51,116	101,476	5,799	121,209
WYOMING	1,667	5,764	5,290	11,054	586	13,307
AMERICAN SAMOA	55	308	321	629	19	703
GUAM	195	903	1,013	1,916	119	2,230
NORTHERN MARIANAS	48	237	248	485	35	568
PALAU	11	36	71	107	5	123
VIRGIN ISLANDS	167	483	847	1,330	120	1,617
BUR. OF INDIAN AFFAIRS	386	6,989	5,054	12,043	484	12,913
U.S. AND OUTLYING AREAS	588,300	2,802,385	2,597,134	5,399,519	284,188	6,272,007
50 STATES, D.C. & P.R.	587,438	2,793,429	2,589,580	5,383,009	283,406	6,253,853

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA6

Number of Children Served Under IDEA, Part B by Disability and Age, During the 1999-2000 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	37,369	87,436	160,840	239,255
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	211,984	213,747	191,674	157,790
MENTAL RETARDATION	.	.	.	21,157	30,522	39,069	45,965
EMOTIONAL DISTURBANCE	.	.	.	9,009	15,934	24,144	31,755
MULTIPLE DISABILITIES	.	.	.	7,604	7,460	8,522	9,197
HEARING IMPAIRMENTS	.	.	.	4,393	5,117	5,698	6,166
ORTHOPEDIC IMPAIRMENTS	.	.	.	5,714	6,006	6,372	6,398
OTHER HEALTH IMPAIRMENTS	.	.	.	10,906	15,121	20,500	24,685
VISUAL IMPAIRMENTS	.	.	.	1,611	1,930	2,229	2,448
AUTISM	.	.	.	8,325	8,769	7,838	7,020
DEAF-BLINDNESS	.	.	.	110	142	129	145
TRAUMATIC BRAIN INJURY	.	.	.	471	630	826	979
DEVELOPMENTAL DELAY	.	.	.	10,021	5,153	3,103	1,027
ALL DISABILITIES	121,768	205,107	261,425	328,674	397,967	470,944	532,830

DISABILITY	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD
SPECIFIC LEARNING DISABILITIES	286,719	306,533	310,787	302,604	289,168	267,153	239,305
SPEECH OR LANGUAGE IMPAIRMENTS	110,737	72,250	43,905	29,956	20,451	14,063	10,545
MENTAL RETARDATION	49,916	52,085	53,119	54,085	54,203	52,764	49,613
EMOTIONAL DISTURBANCE	37,547	41,490	44,846	49,105	52,329	52,426	47,676
MULTIPLE DISABILITIES	9,154	9,375	8,373	8,134	8,014	7,797	7,656
HEARING IMPAIRMENTS	6,161	6,312	6,075	5,773	5,694	5,365	5,111
ORTHOPEDIC IMPAIRMENTS	6,253	6,068	5,595	5,555	5,294	4,922	4,538
OTHER HEALTH IMPAIRMENTS	26,362	26,890	24,573	23,629	21,908	19,828	17,267
VISUAL IMPAIRMENTS	2,116	2,224	2,100	2,059	1,981	1,999	1,998
AUTISM	5,864	5,223	4,025	3,717	3,252	2,765	2,533
DEAF-BLINDNESS	264	114	121	100	118	113	115
TRAUMATIC BRAIN INJURY	1,154	1,159	1,160	1,136	1,159	1,187	1,220
DEVELOPMENTAL DELAY	.	.	.	.	.	.	.
ALL DISABILITIES	542,247	529,723	504,682	485,853	463,571	430,382	387,577

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	199,628	112,987	24,796	5,602	1,784	136
SPEECH OR LANGUAGE IMPAIRMENTS	7,801	3,720	946	293	99	15
MENTAL RETARDATION	45,018	33,451	17,273	10,771	5,422	1,949
EMOTIONAL DISTURBANCE	37,552	17,938	5,372	2,110	878	94
MULTIPLE DISABILITIES	7,036	5,506	4,089	3,299	1,777	462
HEARING IMPAIRMENTS	4,882	3,087	1,210	474	153	24
ORTHOPEDIC IMPAIRMENTS	4,017	2,504	1,140	647	399	114
OTHER HEALTH IMPAIRMENTS	13,733	6,282	1,650	577	199	9
VISUAL IMPAIRMENTS	1,907	1,120	459	285	124	16
AUTISM	2,100	1,624	1,096	835	438	236
DEAF-BLINDNESS	119	94	80	60	21	7
TRAUMATIC BRAIN INJURY	1,276	847	375	206	89	6
DEVELOPMENTAL DELAY	.	.	.	.	.	.
ALL DISABILITIES	325,069	189,160	58,486	25,159	11,383	3,068

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA7

Number of Children Served Under IDEA, Part B by Age, During the 1999-2000 School Year

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,181	2,194	3,960	5,227	6,034	7,223
ALASKA	347	551	735	931	1,133	1,408
ARIZONA	1,866	3,287	3,923	4,702	5,921	7,048
ARKANSAS	2,391	3,715	2,925	3,238	3,596	3,776
CALIFORNIA	11,907	21,499	25,085	31,246	40,366	49,848
COLORADO	1,520	3,043	3,504	3,677	4,651	5,727
CONNECTICUT	1,761	2,569	2,945	3,295	4,072	5,092
DELAWARE	367	524	750	926	1,128	1,361
DISTRICT OF COLUMBIA	119	265	176	273	389	700
FLORIDA	5,834	9,458	14,071	19,211	23,941	27,896
GEORGIA	2,478	5,380	8,064	10,682	12,373	13,823
HAWAII	410	599	851	1,106	1,489	1,661
IDAHO	789	1,314	1,523	1,700	1,939	2,409
ILLINOIS	5,232	9,587	13,374	16,882	20,531	23,894
INDIANA	3,027	4,772	6,700	9,056	11,349	13,308
IOWA	1,169	1,823	2,607	3,138	4,064	5,040
KANSAS	1,568	2,659	3,107	3,142	3,735	4,376
KENTUCKY	3,182	6,069	6,662	6,910	6,482	6,614
LOUISIANA	1,583	3,370	4,718	5,739	6,406	6,861
MAINE	1,008	1,537	1,409	1,656	2,120	2,531
MARYLAND	2,013	3,309	4,428	5,408	6,893	7,994
MASSACHUSETTS	3,571	6,085	4,912	7,062	9,456	11,421
MICHIGAN	3,936	6,311	8,872	11,012	13,047	16,081
MINNESOTA	2,598	3,988	4,784	5,249	5,919	7,401
MISSISSIPPI	882	1,866	4,064	5,227	5,163	4,614
MISSOURI	2,215	3,859	4,609	5,759	7,968	10,252
MONTANA	321	534	759	966	1,186	1,533
NEBRASKA	848	1,269	1,590	2,008	2,641	3,442
NEVADA	700	1,334	1,630	1,741	2,152	2,816
NEW HAMPSHIRE	487	783	923	1,003	1,488	1,843
NEW JERSEY	3,193	4,400	8,465	12,465	16,595	18,149
NEW MEXICO	1,220	1,932	1,963	2,394	2,908	3,596
NEW YORK	14,160	20,005	15,975	22,051	21,738	27,915
NORTH CAROLINA	3,124	5,674	8,563	10,798	12,712	13,952
NORTH DAKOTA	220	456	607	730	866	1,065
OHIO	3,852	6,055	9,434	11,290	14,617	17,778
OKLAHOMA	1,045	2,130	2,902	3,897	5,125	6,264
OREGON	1,553	2,370	2,464	3,111	4,246	5,866
PENNSYLVANIA	4,550	7,505	7,921	9,677	12,969	16,611
PUERTO RICO	1,199	2,360	2,715	3,033	3,625	4,425
RHODE ISLAND	502	875	1,274	1,627	2,031	2,333
SOUTH CAROLINA	1,440	3,595	6,317	7,427	8,380	8,857
SOUTH DAKOTA	463	794	1,010	1,070	1,287	1,379
TENNESSEE	1,726	3,224	5,740	7,662	8,938	9,850
TEXAS	6,772	11,536	17,771	22,945	28,225	32,921
UTAH	1,501	2,119	2,294	2,846	3,854	4,607
VERMONT	296	483	612	627	683	952
VIRGINIA	2,882	4,591	6,453	9,180	10,738	12,210
WASHINGTON	2,342	4,034	5,247	5,976	7,386	9,417
WEST VIRGINIA	888	1,690	2,831	3,159	3,711	4,079
WISCONSIN	2,924	4,844	6,166	6,763	7,519	8,331
WYOMING	404	631	632	640	863	993
AMERICAN SAMOA	15	25	15	22	9	62
GUAM	76	55	64	60	102	129
NORTHERN MARIANAS	22	17	9	21	26	30
PALAU	6	4	1	3	7	7
VIRGIN ISLANDS	32	67	68	62	72	70
BUR. OF INDIAN AFFAIRS	51	83	252	964	1,103	1,103
U.S. AND OUTLYING AREAS	121,768	205,107	261,425	328,674	397,967	470,944
50 STATES, D.C. & P.R.	121,566	204,856	261,016	327,542	396,648	469,543

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA8

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B by Age Group, During the 1999-2000 School Year

ALL DISABILITIES

	AGE GROUP				
STATE	3-5	6-17	18-21	3-17	3-21
ALABAMA	4.22	12.16	2.01	10.61	8.66
ALASKA	5.29	11.13	1.51	10.05	8.28
ARIZONA	3.93	9.19	1.48	8.09	6.77
ARKANSAS	8.49	11.01	1.73	10.52	8.64
CALIFORNIA	3.79	9.45	1.30	8.27	6.82
COLORADO	4.71	9.11	1.36	8.27	6.81
CONNECTICUT	5.40	11.33	2.30	10.18	8.77
DELAWARE	5.49	11.54	1.30	10.35	8.42
DISTRICT OF COLUMBIA	3.33	12.90	3.09	10.86	8.95
FLORIDA	5.07	12.90	2.00	11.39	9.55
GEORGIA	4.66	10.52	1.11	9.35	7.60
HAWAII	3.77	10.59	1.10	9.19	7.33
IDAHO	6.54	10.24	1.11	9.55	7.59
ILLINOIS	5.23	11.87	1.67	10.52	8.71
INDIANA	5.79	12.67	1.85	11.33	9.30
IOWA	5.02	12.56	2.09	11.19	9.16
KANSAS	6.67	10.48	1.58	9.77	7.96
KENTUCKY	10.19	11.07	1.35	10.90	8.70
LOUISIANA	5.15	10.09	1.72	9.16	7.46
MAINE	9.55	14.14	2.41	13.38	11.05
MARYLAND	4.61	10.99	1.55	9.76	8.18
MASSACHUSETTS	6.11	14.26	2.81	12.68	10.74
MICHIGAN	4.74	10.39	1.86	9.34	7.80
MINNESOTA	5.80	10.43	1.57	9.59	7.94
MISSISSIPPI	5.62	10.36	1.51	9.45	7.65
MISSOURI	4.85	12.27	1.96	10.89	9.00
MONTANA	4.93	10.40	1.48	9.47	7.67
NEBRASKA	5.34	12.08	1.85	10.83	8.88
NEVADA	4.29	9.65	1.24	8.52	7.18
NEW HAMPSHIRE	4.75	11.61	2.46	10.40	8.92
NEW JERSEY	4.79	13.99	2.48	12.16	10.30
NEW MEXICO	6.45	13.31	2.15	12.00	9.96
NEW YORK	6.70	12.13	2.49	11.04	9.29
NORTH CAROLINA	5.45	11.57	1.27	10.37	8.50
NORTH DAKOTA	5.28	10.33	1.64	9.44	7.60
OHIO	4.28	10.42	2.10	9.27	7.75
OKLAHOMA	4.46	12.07	2.03	10.67	8.78
OREGON	4.84	11.38	1.57	10.14	8.32
PENNSYLVANIA	4.50	10.00	2.01	8.99	7.57
PUERTO RICO	3.27	6.51	1.20	5.86	4.82
RHODE ISLAND	6.90	15.58	2.74	13.95	11.72
SOUTH CAROLINA	7.52	13.55	1.50	12.42	9.95
SOUTH DAKOTA	7.48	9.58	1.52	9.20	7.48
TENNESSEE	4.88	12.23	1.91	10.79	8.87
TEXAS	3.71	11.50	2.05	9.90	8.25
UTAH	4.92	10.26	1.37	9.15	7.30
VERMONT	6.92	11.85	2.40	11.03	9.18
VIRGINIA	5.12	12.52	1.75	11.07	9.00
WASHINGTON	4.91	9.80	1.48	8.88	7.31
WEST VIRGINIA	8.58	15.13	2.20	13.93	11.14
WISCONSIN	6.79	10.72	1.86	10.02	8.28
WYOMING	8.94	12.26	1.74	11.69	9.35
AMERICAN SAMOA	1.02	3.45	0.42	2.90	2.49
GUAM	1.60	5.46	1.40	4.46	4.00
NORTHERN MARIANAS	1.29	4.21	0.83	3.49	2.92
PALAU	-	-	-	-	-
VIRGIN ISLANDS	2.45	4.93	1.57	4.43	3.90
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. AND OUTLYING AREAS	5.02	11.20	1.79	9.99	8.27
50 STATES AND D.C.	5.05	11.26	1.80	10.05	8.32

Please see data notes for an explanation of individual State differences.
Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA12

Number of Children Served Under IDEA by Disability and Age Group, During School Years 1990-91 Through 1999-2000

AGE GROUPS 0-2, 3-5, 3-21

	1990-91	1991-92	1992-93	1993-94	1994-95
AGE GROUP 0-2	50,924	145,313	145,179	152,287	165,351
AGE GROUP 3-5	394,766	420,403	455,449	491,685	522,709
AGE GROUP 3-21	4,756,517	4,920,227	5,081,023	5,271,044	5,430,220

AGE GROUPS 0-2, 3-5, 3-21

	1995-96	1996-97	1997-98	1998-99	1999-2000
AGE GROUP 0-2	177,286	186,527	196,337	189,462	203,488
AGE GROUP 3-5	548,593	557,070	570,315	573,645	588,300
AGE GROUP 3-21	5,627,544	5,787,842	5,967,300	6,113,529	6,272,007

AGE GROUP 6-11

DISABILITY	1990-91	1991-92	1992-93	1993-94	1994-95
SPECIFIC LEARNING DISABILITIES	922,444	960,876	997,580	1,009,541	1,041,816
SPEECH OR LANGUAGE IMPAIRMENTS	875,618	882,392	888,935	900,962	905,223
MENTAL RETARDATION	214,884	218,247	209,487	220,301	229,453
EMOTIONAL DISTURBANCE	140,172	141,708	137,269	140,603	144,595
MULTIPLE DISABILITIES	50,595	50,124	52,472	55,073	43,889
HEARING IMPAIRMENTS	29,013	29,780	29,363	31,178	31,464
ORTHOPEDIC IMPAIRMENTS	26,457	27,773	29,138	31,644	33,521
OTHER HEALTH IMPAIRMENTS	28,297	29,292	33,487	43,493	56,856
VISUAL IMPAIRMENTS	11,347	11,635	11,210	11,723	11,557
AUTISM	.	3,046	8,914	11,158	13,716
DEAF-BLINDNESS	651	608	554	564	524
TRAUMATIC BRAIN INJURY	.	79	1,507	2,111	2,871
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	2,299,478	2,355,560	2,399,916	2,458,351	2,515,485

AGE GROUP 6-11

DISABILITY	1995-96	1996-97	1997-98	1998-99	1999-2000
SPECIFIC LEARNING DISABILITIES	1,073,215	1,093,857	1,114,458	1,119,501	1,118,152
SPEECH OR LANGUAGE IMPAIRMENTS	910,788	928,942	939,430	946,795	958,182
MENTAL RETARDATION	235,490	239,286	240,706	240,229	238,714
EMOTIONAL DISTURBANCE	147,368	150,401	154,034	157,622	159,879
MULTIPLE DISABILITIES	46,150	48,489	51,039	49,635	51,312
HEARING IMPAIRMENTS	32,501	32,923	33,251	33,716	33,847
ORTHOPEDIC IMPAIRMENTS	34,530	35,574	35,668	36,013	36,811
OTHER HEALTH IMPAIRMENTS	71,649	84,868	97,861	110,868	124,464
VISUAL IMPAIRMENTS	11,870	11,843	12,088	12,095	12,558
AUTISM	17,666	21,669	27,342	35,142	43,039
DEAF-BLINDNESS	547	489	548	650	904
TRAUMATIC BRAIN INJURY	3,929	4,106	4,528	4,878	5,219
DEVELOPMENTAL DELAY	.	.	3,792	11,907	19,304
ALL DISABILITIES	2,585,703	2,652,447	2,715,648	2,759,051	2,802,385

Data from 1990-91 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1990-91 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA13

Number of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	17	29	2,729	44	4,500	16
ALASKA	471	57	82	52	971	0
ARIZONA	627	118	389	2,922	5,020	0
ARKANSAS	26	30	2,499	179	6,297	0
CALIFORNIA	394	3,475	5,478	23,836	25,308	0
COLORADO	105	119	454	1,635	5,754	0
CONNECTICUT	35	108	874	1,029	5,229	0
DELAWARE	4	16	466	92	1,063	0
DISTRICT OF COLUMBIA	.	.	.	.	.	560
FLORIDA	75	290	6,966	4,209	16,891	932
GEORGIA	20	119	5,615	506	9,662	0
HAWAII	9	1,353	69	56	373	0
IDAHO	59	20	39	430	3,078	0
ILLINOIS	22	330	4,445	2,166	21,230	0
INDIANA	25	58	1,242	302	12,872	0
IOWA	25	45	242	147	5,140	0
KANSAS	67	59	653	580	5,975	0
KENTUCKY	8	66	1,563	98	14,178	0
LOUISIANA	34	36	4,205	91	5,305	0
MAINE	23	21	39	30	3,954	-113
MARYLAND	39	256	3,179	338	5,938	0
MASSACHUSETTS	29	189	1,457	1,471	11,422	0
MICHIGAN	142	531	3,032	423	14,991	0
MINNESOTA	285	255	766	362	9,702	0
MISSISSIPPI	5	13	2,836	28	3,930	0
MISSOURI	16	62	1,446	178	8,981	0
MONTANA	216	12	18	18	1,350	0
NEBRASKA	74	32	184	226	3,191	0
NEVADA	88	91	385	702	2,398	0
NEW HAMPSHIRE	10	17	23	43	2,100	0
NEW JERSEY	27	518	2,471	2,138	10,904	0
NEW MEXICO	657	42	120	2,412	1,884	0
NEW YORK	158	688	3,909	4,480	9,031	31,874
NORTH CAROLINA	358	106	5,815	432	10,650	0
NORTH DAKOTA	95	6	26	20	1,136	0
OHIO	14	116	1,944	203	17,064	0
OKLAHOMA	961	41	606	216	4,253	0
OREGON	107	105	161	745	5,269	0
PENNSYLVANIA	32	175	2,876	817	16,076	0
PUERTO RICO	3	0	0	6,270	1	0
RHODE ISLAND	12	16	106	302	2,215	0
SOUTH CAROLINA	14	34	5,462	118	5,724	0
SOUTH DAKOTA	379	12	43	36	1,797	0
TENNESSEE	19	49	1,907	119	8,596	0
TEXAS	125	546	4,379	12,031	18,998	0
UTAH	158	72	68	359	5,257	0
VERMONT	7	14	13	6	1,351	0
VIRGINIA	131	251	3,301	747	9,496	0
WASHINGTON	342	441	639	1,454	8,747	0
WEST VIRGINIA	1	19	192	8	5,189	0
WISCONSIN	178	172	1,653	487	11,444	0
WYOMING	72	10	26	132	1,427	0
AMERICAN SAMOA	0	55	0	0	0	0
GUAM	1	177	5	6	6	0
NORTHERN MARIANAS	.	.	.	.	.	48
PALAU	0	11	0	0	0	0
VIRGIN ISLANDS	0	0	124	41	2	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	386
U.S. AND OUTLYING AREAS	6,801	11,483	87,221	75,772	373,320	33,703
50 STATES, D.C. & P.R.	6,800	11,240	87,092	75,725	373,312	33,269

A minus in the last column indicates the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.40	37.29	0.60	61.48
ALASKA	28.84	3.49	5.02	3.18	59.46
ARIZONA	6.91	1.30	4.29	32.19	55.31
ARKANSAS	0.29	0.33	27.67	1.98	69.73
CALIFORNIA	0.67	5.94	9.37	40.75	43.27
COLORADO	1.30	1.48	5.63	20.27	71.33
CONNECTICUT	0.48	1.48	12.01	14.14	71.88
DELAWARE	0.24	0.98	28.40	5.61	64.78
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.26	1.02	24.50	14.80	59.41
GEORGIA	0.13	0.75	35.27	3.18	60.68
HAWAII	0.48	72.74	3.71	3.01	20.05
IDAHO	1.63	0.55	1.08	11.86	84.89
ILLINOIS	0.08	1.17	15.77	7.68	75.30
INDIANA	0.17	0.40	8.57	2.08	88.70
IOWA	0.45	0.80	4.32	2.63	91.80
KANSAS	0.91	0.80	8.90	7.91	81.47
KENTUCKY	0.05	0.41	9.82	0.62	89.10
LOUISIANA	0.35	0.37	43.48	0.94	54.85
MAINE	0.57	0.52	0.96	0.74	97.22
MARYLAND	0.40	2.63	32.61	3.47	60.90
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.74	2.78	15.86	2.21	78.41
MINNESOTA	2.51	2.24	6.74	3.18	85.33
MISSISSIPPI	0.07	0.19	41.63	0.41	57.69
MISSOURI	0.15	0.58	13.54	1.67	84.07
MONTANA	13.38	0.74	1.12	1.12	83.64
NEBRASKA	2.00	0.86	4.96	6.10	86.08
NEVADA	2.40	2.48	10.51	19.16	65.45
NEW HAMPSHIRE	0.46	0.78	1.05	1.96	95.76
NEW JERSEY	0.17	3.23	15.39	13.31	67.90
NEW MEXICO	12.84	0.82	2.35	47.16	36.83
NEW YORK	0.86	3.77	21.40	24.53	49.44
NORTH CAROLINA	2.06	0.61	33.49	2.49	61.34
NORTH DAKOTA	7.40	0.47	2.03	1.56	88.54
OHIO	0.07	0.60	10.05	1.05	88.23
OKLAHOMA	15.81	0.67	9.97	3.55	69.99
OREGON	1.68	1.64	2.52	11.66	82.50
PENNSYLVANIA	0.16	0.88	14.40	4.09	80.48
PUERTO RICO	0.05	0.00	0.00	99.94	0.02
RHODE ISLAND	0.45	0.60	4.00	11.39	83.55
SOUTH CAROLINA	0.12	0.30	48.11	1.04	50.42
SOUTH DAKOTA	16.72	0.53	1.90	1.59	79.27
TENNESSEE	0.18	0.46	17.84	1.11	80.41
TEXAS	0.35	1.51	12.14	33.35	52.66
UTAH	2.67	1.22	1.15	6.07	88.89
VERMONT	0.50	1.01	0.93	0.43	97.12
VIRGINIA	0.94	1.80	23.70	5.36	68.19
WASHINGTON	2.94	3.79	5.50	12.51	75.26
WEST VIRGINIA	0.02	0.35	3.55	0.15	95.93
WISCONSIN	1.28	1.23	11.86	3.50	82.13
WYOMING	4.32	0.60	1.56	7.92	85.60
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.51	90.77	2.56	3.08	3.08
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	74.25	24.55	1.20
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.23	2.07	15.73	13.66	67.31
50 STATES, D.C. & P.R.	1.23	2.03	15.72	13.66	67.36

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

Percentage (Based on Estimated Resident Population) of Children Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	4.56	1.92	4.70	2.36	3.76
ALASKA	7.58	2.23	5.47	2.78	4.69
ARIZONA	3.95	2.87	5.31	4.19	4.28
ARKANSAS	4.30	3.35	11.41	9.50	7.93
CALIFORNIA	5.81	1.82	5.09	3.36	4.38
COLORADO	7.19	2.49	5.32	5.16	4.75
CONNECTICUT	17.59	3.00	5.80	6.05	5.50
DELAWARE	7.69	2.35	6.74	5.96	4.91
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	5.93	2.90	5.90	4.17	5.05
GEORGIA	4.64	1.85	4.74	4.77	4.73
HAWAII	3.83	3.76	5.97	0.69	3.00
IDAHO	6.18	2.40	14.23	6.68	6.08
ILLINOIS	3.35	1.81	4.12	2.71	6.41
INDIANA	6.46	2.08	4.87	4.34	6.07
IOWA	5.51	2.09	7.62	5.10	5.04
KANSAS	6.36	2.36	7.10	7.46	6.54
KENTUCKY	4.10	5.14	11.52	6.42	10.19
LOUISIANA	4.93	1.23	5.25	2.04	4.89
MAINE	9.58	4.25	20.10	6.01	9.03
MARYLAND	8.44	2.78	4.55	2.93	4.60
MASSACHUSETTS	8.53	1.59	8.27	5.42	6.22
MICHIGAN	6.00	7.49	3.96	2.94	4.90
MINNESOTA	7.95	2.86	8.83	6.19	5.76
MISSISSIPPI	0.98	1.28	5.00	3.29	5.90
MISSOURI	1.98	2.02	4.21	4.12	5.02
MONTANA	5.75	2.79	12.16	1.62	4.34
NEBRASKA	7.26	2.36	4.76	6.09	5.25
NEVADA	8.35	2.66	6.19	4.51	4.98
NEW HAMPSHIRE	13.70	2.76	6.99	4.52	4.64
NEW JERSEY	3.57	2.72	4.38	3.77	5.29
NEW MEXICO	5.83	3.72	7.60	5.99	5.62
NEW YORK	7.29	1.58	2.79	2.80	2.09
NORTH CAROLINA	8.25	2.51	6.89	6.70	5.20
NORTH DAKOTA	4.19	1.88	11.50	4.26	5.08
OHIO	2.11	1.92	2.87	2.31	4.55
OKLAHOMA	7.68	1.85	4.31	3.08	4.31
OREGON	5.52	2.12	5.84	6.33	4.90
PENNSYLVANIA	5.52	1.68	4.55	4.10	4.33
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	3.60	0.98	4.29	6.20	7.50
SOUTH CAROLINA	5.17	2.28	9.62	5.46	6.01
SOUTH DAKOTA	8.18	3.86	14.88	6.63	6.65
TENNESSEE	4.37	1.89	3.92	4.37	5.08
TEXAS	5.87	2.11	3.60	3.23	4.44
UTAH	6.94	2.07	7.97	4.28	5.28
VERMONT	13.73	4.75	12.38	2.65	6.04
VIRGINIA	30.11	2.25	4.95	5.47	5.01
WASHINGTON	7.10	2.66	7.81	6.31	4.78
WEST VIRGINIA	1.82	4.62	8.36	1.60	8.56
WISCONSIN	7.34	2.58	8.21	6.88	6.55
WYOMING	9.63	3.86	11.98	7.32	7.95
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	6.34	2.24	4.97	3.65	5.08

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB1

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

STATE	NUMBER								
	EARLY CHLDHD SETTING	EARLY CHLDHD SPEC ED SETTING	HOME	PT EARLY CHLDHD SPEC ED SETTING	RESID FACILITY	SEPARATE SCHOOL	ITINRNT SERVICES OUTSIDE HOME	REVERSE MAINSTR	TOTAL
ALABAMA	5,697	398	131	933	27	200	0	.	7,386
ALASKA	366	891	12	127	0	210	147	1	1,754
ARIZONA	3,413	2,684	2,523	34	71	127	0	24	8,876
ARKANSAS	2,094	925	131	2,919	5	1,346	1,159	98	8,677
CALIFORNIA	.	.	.	.	.	.	.	.	56,837
COLORADO	4,715	1,568	56	980	2	160	328	.	7,809
CONNECTICUT	3,429	2,126	11	456	4	262	1,155	.	7,443
DELAWARE	908	308	10	363	1	57	17	.	1,664
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.
FLORIDA	1,588	7,826	660	15,546	46	1,232	.	.	26,898
GEORGIA	6,601	5,929	1,348	883	164	209	.	.	15,134
HAWAII	191	1,212	14	217	2	10	.	.	1,646
IDAHO	610	1,260	14	137	10	32	82	1,304	3,449
ILLINOIS	13,970	7,633	16	3,870	41	1,763	.	.	27,293
INDIANA	5,967	6,483	170	858	48	252	0	0	13,778
IOWA	909	1,578	160	879	6	42	1,874	129	5,577
KANSAS	1,484	2,548	173	655	0	26	.	2,047	6,933
KENTUCKY	12,748	378	103	1,700	13	219	.	.	15,161
LOUISIANA	6,285	2,708	249	140	5	108	0	0	9,495
MAINE	1,083	706	178	404	5	253	.	.	2,629
MARYLAND	3,774	2,238	138	1,392	68	801	1,296	7	9,714
MASSACHUSETTS	13,791	1,010	166	297	2	116	.	.	15,382
MICHIGAN	5,609	5,719	296	773	14	3,088	3,484	0	18,983
MINNESOTA	4,820	2,817	2,786	590	7	14	218	75	11,327
MISSISSIPPI	2,416	1,805	136	1,550	7	132	0	0	6,046
MISSOURI	3,973	3,766	376	192	8	507	876	.	9,698
MONTANA	948	628	0	99	5	0	2	5	1,687
NEBRASKA	16	1,698	563	527	3	263	.	.	3,070
NEVADA	1,033	2,258	42	40	0	158	0	0	3,531
NEW HAMPSHIRE	1,165	926	44	43	3	9	0	0	2,190
NEW JERSEY	2,920	8,903	65	2,026	4	1,753	326	.	15,997
NEW MEXICO	1,961	2,930	42	171	29	0	.	.	5,133
NEW YORK	11,621	11,139	4,252	1,365	0	4,445	223	0	33,045
NORTH CAROLINA	12,217	2,923	215	1,336	0	804	0	0	17,495
NORTH DAKOTA	457	370	21	143	7	25	121	53	1,197
OHIO	5,303	1,108	8,184	3,439	0	13	0	525	18,572
OKLAHOMA	3,063	1,799	34	693	7	209	0	0	5,805
OREGON	1,359	1,566	192	528	23	151	298	259	4,376
PENNSYLVANIA	9,640	7,804	1,256	761	25	434	.	.	19,920
PUERTO RICO	3,157	690	221	1,127	0	119	29	216	5,559
RHODE ISLAND	2,429	57	0	0	0	24	.	.	2,510
SOUTH CAROLINA	3,134	2,102	163	2,051	4	85	3,178	220	10,937
SOUTH DAKOTA	375	1,192	24	559	8	6	.	.	2,164
TENNESSEE	3,276	3,652	61	1,113	2	227	1,794	166	10,291
TEXAS	.	.	.	.	.	.	.	.	.
UTAH	1,392	3,021	17	114	0	377	3	161	5,085
VERMONT	733	236	109	110	1	32	5	0	1,226
VIRGINIA	2,704	5,612	568	1,872	26	94	2,752	85	13,713
WASHINGTON	2,810	6,302	82	1,529	0	31	763	282	11,799
WEST VIRGINIA	3,085	1,638	206	339	7	26	0	0	5,301
WISCONSIN	4,221	5,886	93	2,370	6	149	983	.	13,708
WYOMING	1,202	197	115	22	0	0	0	0	1,536
AMERICAN SAMOA	50	8	0	0	0	0	0	0	58
GUAM	11	120	0	23	0	0	2	.	156
NORTHERN MARIANAS	.	49	2	.	.	.	.	.	51
PALAU	0	12	0	0	0	0	0	0	12
VIRGIN ISLANDS	122	9	9	40	0	0	0	0	180
BUR. OF INDIAN AFFAIRS	217	55	11	4	1	1	0	0	289
U.S. AND OUTLYING AREAS	187,062	139,406	26,448	58,339	717	20,601	21,115	5,657	516,182
50 STATES, D.C. & P.R.	186,662	139,153	26,426	58,272	716	20,600	21,113	5,657	515,436

CHLDHD=CHILDHOOD; SPEC ED=SPECIAL EDUCATION; PT=PART-TIME; RESID=RESIDENTIAL; ITINRNT=ITINERANT; MAINSTR=MAINSTREAM

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB1

Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	EARLY CHLDHD SETTING	EARLY CHLDHD SPEC ED SETTING	HOME	PT EARLY CHLDHD SPEC ED SETTING	RESID FACILITY	SEPARATE SCHOOL	ITINRNT SERVICES OUTSIDE HOME	REVERSE MAINSTR
ALABAMA	77.13	5.39	1.77	12.63	0.37	2.71	0.00	.
ALASKA	20.87	50.80	0.68	7.24	0.00	11.97	8.38	0.06
ARIZONA	38.45	30.24	28.42	0.38	0.80	1.43	0.00	0.27
ARKANSAS	24.13	10.66	1.51	33.64	0.06	15.51	13.36	1.13
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	60.38	20.08	0.72	12.55	0.03	2.05	4.20	.
CONNECTICUT	46.07	28.56	0.15	6.13	0.05	3.52	15.52	.
DELAWARE	54.57	18.51	0.60	21.81	0.06	3.43	1.02	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	5.90	29.10	2.45	57.80	0.17	4.58	.	.
GEORGIA	43.62	39.18	8.91	5.83	1.08	1.38	.	.
HAWAII	11.60	73.63	0.85	13.18	0.12	0.61	.	.
IDAHO	17.69	36.53	0.41	3.97	0.29	0.93	2.38	37.81
ILLINOIS	51.19	27.97	0.06	14.18	0.15	6.46	.	.
INDIANA	43.31	47.05	1.23	6.23	0.35	1.83	0.00	0.00
IOWA	16.30	28.29	2.87	15.76	0.11	0.75	33.60	2.31
KANSAS	21.40	36.75	2.50	9.45	0.00	0.38	.	29.53
KENTUCKY	84.08	2.49	0.68	11.21	0.09	1.44	.	.
LOUISIANA	66.19	28.52	2.62	1.47	0.05	1.14	0.00	0.00
MAINE	41.19	26.85	6.77	15.37	0.19	9.62	.	.
MARYLAND	38.85	23.04	1.42	14.33	0.70	8.25	13.34	0.07
MASSACHUSETTS	89.66	6.57	1.08	1.93	0.01	0.75	.	.
MICHIGAN	29.55	30.13	1.56	4.07	0.07	16.27	18.35	0.00
MINNESOTA	42.55	24.87	24.60	5.21	0.06	0.12	1.92	0.66
MISSISSIPPI	39.96	29.85	2.25	25.64	0.12	2.18	0.00	0.00
MISSOURI	40.97	38.83	3.88	1.98	0.08	5.23	9.03	.
MONTANA	56.19	37.23	0.00	5.87	0.30	0.00	0.12	0.30
NEBRASKA	0.52	55.31	18.34	17.17	0.10	8.57	.	.
NEVADA	29.26	63.95	1.19	1.13	0.00	4.47	0.00	0.00
NEW HAMPSHIRE	53.20	42.28	2.01	1.96	0.14	0.41	0.00	0.00
NEW JERSEY	18.25	55.65	0.41	12.66	0.03	10.96	2.04	.
NEW MEXICO	38.20	57.08	0.82	3.33	0.56	0.00	.	.
NEW YORK	35.17	33.71	12.87	4.13	0.00	13.45	0.67	0.00
NORTH CAROLINA	69.83	16.71	1.23	7.64	0.00	4.60	0.00	0.00
NORTH DAKOTA	38.18	30.91	1.75	11.95	0.58	2.09	10.11	4.43
OHIO	28.55	5.97	44.07	18.52	0.00	0.07	0.00	2.83
OKLAHOMA	52.76	30.99	0.59	11.94	0.12	3.60	0.00	0.00
OREGON	31.06	35.79	4.39	12.07	0.53	3.45	6.81	5.92
PENNSYLVANIA	48.39	39.18	6.31	3.82	0.13	2.18	.	.
PUERTO RICO	56.79	12.41	3.98	20.27	0.00	2.14	0.52	3.89
RHODE ISLAND	96.77	2.27	0.00	0.00	0.00	0.96	.	.
SOUTH CAROLINA	28.66	19.22	1.49	18.75	0.04	0.78	29.06	2.01
SOUTH DAKOTA	17.33	55.08	1.11	25.83	0.37	0.28	.	.
TENNESSEE	31.83	35.49	0.59	10.82	0.02	2.21	17.43	1.61
TEXAS	.	.	.	.	.	.	.	.
UTAH	27.37	59.41	0.33	2.24	0.00	7.41	0.06	3.17
VERMONT	59.79	19.25	8.89	8.97	0.08	2.61	0.41	0.00
VIRGINIA	19.72	40.92	4.14	13.65	0.19	0.69	20.07	0.62
WASHINGTON	23.82	53.41	0.69	12.96	0.00	0.26	6.47	2.39
WEST VIRGINIA	58.20	30.90	3.89	6.40	0.13	0.49	0.00	0.00
WISCONSIN	30.79	42.94	0.68	17.29	0.04	1.09	7.17	.
WYOMING	78.26	12.83	7.49	1.43	0.00	0.00	0.00	0.00
AMERICAN SAMOA	86.21	13.79	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	7.05	76.92	0.00	14.74	0.00	0.00	1.28	.
NORTHERN MARIANAS	.	96.08	3.92	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	67.78	5.00	5.00	22.22	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	75.09	19.03	3.81	1.38	0.35	0.35	0.00	0.00
U.S. AND OUTLYING AREAS	36.24	27.01	5.12	11.30	0.14	3.99	4.09	1.10
50 STATES, D.C. & P.R.	36.21	27.00	5.13	11.31	0.14	4.00	4.10	1.10

CHLDHD=CHILDHOOD; SPEC ED=SPECIAL EDUCATION; PT=PART-TIME; RESID=RESIDENTIAL; ITINRNT=ITINERANT; MAINSTR=MAINSTREAM

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group, During School Years 1989-90 Through 1998-99

AGE GROUP 3-5

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	159,554	42,630	98,879	25,954	20,198	1,059	443	7,635	356,352
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108,507	17,984	26,251	931	250	4,394	373,117
1992-93	220,018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844
1995-96	268,130	48,307	162,814	23,551	6,633	729	199	11,803	522,166
1996-97	262,967	46,343	166,911	20,647	8,464	700	173	10,207	516,412
1997-98	276,839	44,605	164,512	20,257	7,495	833	333	12,196	527,070
1998-99	.	.	.	.	.	.	.	.	516,182

AGE GROUP 6-11

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	937,329	748,115	463,525	45,186	24,156	6,144	2,626	6,303	2,233,384
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532
1995-96	1,424,309	624,095	476,965	34,413	15,539	4,113	2,321	6,308	2,588,063
1996-97	1,475,558	635,773	478,178	32,696	15,977	3,793	2,287	6,151	2,650,413
1997-98	1,521,013	660,323	467,839	29,904	16,614	4,055	2,617	6,974	2,709,339
1998-99	1,582,284	653,631	468,935	30,745	18,089	3,746	2,566	5,960	2,765,956

AGE GROUP 12-17

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	360,143	769,427	517,752	64,885	26,183	15,695	7,355	15,950	1,777,390
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749
1995-96	793,334	755,901	541,261	54,924	28,719	13,219	8,687	18,379	2,214,424
1996-97	839,216	782,239	562,917	55,888	29,759	13,391	9,455	18,708	2,311,573
1997-98	893,375	827,800	551,955	52,423	32,309	13,903	11,293	18,396	2,401,454
1998-99	959,917	845,877	563,088	54,072	33,585	14,084	11,252	16,861	2,498,736

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

For the 1998-99 data collection, the form was revised to add separate categories for reporting the educational placements of preschool children.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SETTING

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	13	15	2,151	13	3,492	5,684
ALASKA	230	5	6	9	116	366
ARIZONA	336	31	138	1,059	1,849	3,413
ARKANSAS	11	6	378	17	1,682	2,094
CALIFORNIA	.	.	.	.	.	.
COLORADO	53	54	279	886	3,443	4,715
CONNECTICUT	15	49	331	382	2,652	3,429
DELAWARE	0	4	224	25	655	908
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	8	11	478	209	881	1,587
GEORGIA	13	21	2,276	135	4,156	6,601
HAWAII	2	142	4	7	36	191
IDAHO	2	6	5	30	567	610
ILLINOIS	6	123	1,721	873	11,247	13,970
INDIANA	9	21	487	84	5,366	5,967
IOWA	4	7	44	20	834	909
KANSAS	14	7	128	104	1,231	1,484
KENTUCKY	5	41	1,281	67	11,354	12,748
LOUISIANA	27	15	2,785	40	3,418	6,285
MAINE	6	6	11	11	1,049	1,083
MARYLAND	10	68	991	100	2,605	3,774
MASSACHUSETTS	28	179	1,379	1,393	10,812	13,791
MICHIGAN	30	117	521	99	4,842	5,609
MINNESOTA	121	86	252	126	4,235	4,820
MISSISSIPPI	0	3	982	4	1,427	2,416
MISSOURI	5	12	449	40	3,467	3,973
MONTANA	.	.	.	.	948	948
NEBRASKA	0	0	1	2	13	16
NEVADA	18	15	65	119	816	1,033
NEW HAMPSHIRE	1	6	4	16	1,138	1,165
NEW JERSEY	3	83	403	293	2,138	2,920
NEW MEXICO	373	9	39	903	637	1,961
NEW YORK	110	284	2,304	1,904	7,097	11,699
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	47	5	4	4	397	457
OHIO	7	27	707	75	4,487	5,303
OKLAHOMA	613	14	184	63	2,189	3,063
OREGON	52	13	21	183	1,090	1,359
PENNSYLVANIA	11	62	1,632	312	7,623	9,640
PUERTO RICO	2	4	0	3,151	0	3,157
RHODE ISLAND	3	13	125	259	2,029	2,429
SOUTH CAROLINA	2	6	1,739	21	1,366	3,134
SOUTH DAKOTA	117	4	6	8	240	375
TENNESSEE	7	14	474	32	2,749	3,276
TEXAS	.	.	.	.	.	.
UTAH	44	26	19	70	1,233	1,392
VERMONT	4	4	4	0	721	733
VIRGINIA	7	18	717	109	1,853	2,704
WASHINGTON	111	107	205	418	1,930	2,771
WEST VIRGINIA	1	8	91	5	2,980	3,085
WISCONSIN	50	32	409	133	3,597	4,221
WYOMING	77	4	14	108	1,028	1,231
AMERICAN SAMOA	0	50	0	0	0	50
GUAM	0	11	0	0	0	11
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	99	23	0	122
BUR. OF INDIAN AFFAIRS	228	.	.	.	.	228
U.S. AND OUTLYING AREAS	2,836	1,848	26,567	13,944	129,715	174,910
50 STATES, D.C. & P.R.	2,608	1,767	26,468	13,921	129,715	174,499

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SETTING

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.26	37.84	0.23	61.44
ALASKA	62.84	1.37	1.64	2.46	31.69
ARIZONA	9.84	0.91	4.04	31.03	54.18
ARKANSAS	0.53	0.29	18.05	0.81	80.32
CALIFORNIA	.	.	.	.	.
COLORADO	1.12	1.15	5.92	18.79	73.02
CONNECTICUT	0.44	1.43	9.65	11.14	77.34
DELAWARE	0.00	0.44	24.67	2.75	72.14
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.50	0.69	30.12	13.17	55.51
GEORGIA	0.20	0.32	34.48	2.05	62.96
HAWAII	1.05	74.35	2.09	3.66	18.85
IDAHO	0.33	0.98	0.82	4.92	92.95
ILLINOIS	0.04	0.88	12.32	6.25	80.51
INDIANA	0.15	0.35	8.16	1.41	89.93
IOWA	0.44	0.77	4.84	2.20	91.75
KANSAS	0.94	0.47	8.63	7.01	82.95
KENTUCKY	0.04	0.32	10.05	0.53	89.06
LOUISIANA	0.43	0.24	44.31	0.64	54.38
MAINE	0.55	0.55	1.02	1.02	96.86
MARYLAND	0.26	1.80	26.26	2.65	69.02
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.53	2.09	44.31	1.77	86.33
MINNESOTA	2.51	1.78	5.23	2.61	87.86
MISSISSIPPI	0.00	0.12	40.65	0.17	59.06
MISSOURI	0.13	0.30	11.30	1.01	87.26
MONTANA	.	.	.	.	100.00
NEBRASKA	0.00	0.00	6.25	12.50	81.25
NEVADA	1.74	1.45	6.29	11.52	78.99
NEW HAMPSHIRE	0.09	0.52	0.34	1.37	97.68
NEW JERSEY	0.10	2.84	13.80	10.03	73.22
NEW MEXICO	19.02	0.46	1.99	46.05	32.48
NEW YORK	0.94	2.43	19.69	16.27	60.66
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	10.28	1.09	0.88	0.88	86.87
OHIO	0.13	0.51	13.33	1.41	84.61
OKLAHOMA	20.01	0.46	6.01	2.06	71.47
OREGON	3.83	0.96	1.55	13.47	80.21
PENNSYLVANIA	0.11	0.64	16.93	3.24	79.08
PUERTO RICO	0.06	0.13	0.00	99.81	0.00
RHODE ISLAND	0.12	0.54	5.15	10.66	83.53
SOUTH CAROLINA	0.06	0.19	55.49	0.67	43.59
SOUTH DAKOTA	31.20	1.07	1.60	2.13	64.00
TENNESSEE	0.21	0.43	14.47	0.98	83.91
TEXAS	.	.	.	.	.
UTAH	3.16	1.87	1.36	5.03	88.58
VERMONT	0.55	0.55	0.55	0.00	98.36
VIRGINIA	0.26	0.67	26.52	4.03	68.53
WASHINGTON	4.01	3.86	7.40	15.08	69.65
WEST VIRGINIA	0.03	0.26	2.95	0.16	96.60
WISCONSIN	1.18	0.76	9.69	3.15	85.22
WYOMING	6.26	0.32	1.14	8.77	83.51
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	81.15	18.85	0.00
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.62	1.06	15.19	7.97	74.16
50 STATES, D.C. & P.R.	1.49	1.02	15.17	7.98	74.34

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SPECIAL EDUCATION SETTING

STATE	NUMBER AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	2	172	4	219	398
ALASKA	183	34	43	23	608	891
ARIZONA	170	24	113	762	1,615	2,684
ARKANSAS	11	2	243	30	639	925
CALIFORNIA	.	.	.	.	.	.
COLORADO	23	41	85	318	1,101	1,568
CONNECTICUT	11	22	408	436	1,249	2,126
DELAWARE	1	2	84	40	181	308
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	38	84	1,679	807	5,199	7,807
GEORGIA	9	81	2,004	169	3,666	5,929
HAWAII	12	909	23	36	232	1,212
IDAHO	12	5	11	211	1,021	1,260
ILLINOIS	8	107	1,137	533	5,848	7,633
INDIANA	10	19	586	139	5,729	6,483
IOWA	9	13	82	49	1,425	1,578
KANSAS	28	19	198	149	2,154	2,548
KENTUCKY	1	.	48	.	329	378
LOUISIANA	7	15	1,349	28	1,309	2,708
MAINE	0	1	7	2	696	706
MARYLAND	8	71	728	117	1,314	2,238
MASSACHUSETTS	2	13	101	102	792	1,010
MICHIGAN	39	271	1,521	143	3,745	5,719
MINNESOTA	78	51	183	89	2,416	2,817
MISSISSIPPI	2	1	863	4	935	1,805
MISSOURI	10	28	697	62	2,969	3,766
MONTANA	.	.	.	.	628	628
NEBRASKA	33	13	102	99	1,451	1,698
NEVADA	76	73	336	504	1,269	2,258
NEW HAMPSHIRE	2	6	6	19	893	926
NEW JERSEY	10	283	1,469	1,255	5,886	8,903
NEW MEXICO	256	15	67	1,427	1,165	2,930
NEW YORK	122	414	2,314	2,580	5,683	11,113
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	28	2	4	7	329	370
OHIO	1	6	148	16	937	1,108
OKLAHOMA	150	21	298	104	1,226	1,799
OREGON	13	34	22	172	1,325	1,566
PENNSYLVANIA	15	93	1,004	364	6,328	7,804
PUERTO RICO	3	0	0	687	0	690
RHODE ISLAND	0	0	2	2	53	57
SOUTH CAROLINA	2	6	1,023	22	1,049	2,102
SOUTH DAKOTA	133	11	31	21	996	1,192
TENNESSEE	1	34	871	33	2,713	3,652
TEXAS	.	.	.	.	.	.
UTAH	67	32	38	365	2,519	3,021
VERMONT	0	2	4	0	230	236
VIRGINIA	20	112	1,719	308	3,453	5,612
WASHINGTON	204	256	379	728	4,729	6,296
WEST VIRGINIA	0	7	61	3	1,567	1,638
WISCONSIN	67	76	310	93	5,340	5,886
WYOMING	2	3	8	13	169	195
AMERICAN SAMOA	0	8	0	0	0	8
GUAM	0	114	1	0	5	120
NORTHERN MARIANAS	0	49	0	0	.	49
PALAU	0	12	0	0	0	12
VIRGIN ISLANDS	0	0	4	4	1	9
BUR. OF INDIAN AFFAIRS	51	.	.	.	.	51
U.S. AND OUTLYING AREAS	1,929	3,497	22,586	13,079	95,335	136,426
50 STATES, D.C. & P.R.	1,878	3,314	22,581	13,075	95,329	136,177

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SPECIAL EDUCATION SETTING

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.25	0.50	43.22	1.01	55.03
ALASKA	20.54	3.82	4.83	2.58	68.24
ARIZONA	6.33	0.89	4.21	28.39	60.17
ARKANSAS	1.19	0.22	26.27	3.24	69.08
CALIFORNIA	.	.	.	.	.
COLORADO	1.47	2.61	5.42	20.28	70.22
CONNECTICUT	0.52	1.03	19.19	20.51	58.75
DELAWARE	0.32	0.65	27.27	12.99	58.77
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.49	1.08	21.51	10.34	66.59
GEORGIA	0.15	1.37	33.80	2.85	61.83
HAWAII	0.99	75.00	1.90	2.97	19.14
IDAHO	0.95	0.40	0.87	16.75	81.03
ILLINOIS	0.10	1.40	14.90	6.98	76.61
INDIANA	0.15	0.29	9.04	2.14	88.37
IOWA	0.57	0.82	5.20	3.11	90.30
KANSAS	1.10	0.75	7.77	5.85	84.54
KENTUCKY	0.26	.	12.70	.	87.04
LOUISIANA	0.26	0.55	49.82	1.03	48.34
MAINE	0.00	0.14	0.99	0.28	98.58
MARYLAND	0.36	3.17	32.53	5.23	58.71
MASSACHUSETTS	0.20	1.29	10.00	10.10	78.42
MICHIGAN	0.68	4.74	26.60	2.50	65.48
MINNESOTA	2.77	1.81	6.50	3.16	85.76
MISSISSIPPI	0.11	0.06	47.81	0.22	51.80
MISSOURI	0.27	0.74	18.51	1.65	78.84
MONTANA	.	.	.	.	100.00
NEBRASKA	1.94	0.77	6.01	5.83	85.45
NEVADA	3.37	3.23	14.88	22.32	56.20
NEW HAMPSHIRE	0.22	0.65	0.65	2.05	96.44
NEW JERSEY	0.11	3.18	16.50	14.10	66.11
NEW MEXICO	8.74	0.51	2.29	48.70	39.76
NEW YORK	1.10	3.73	20.82	23.22	51.14
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	7.57	0.54	1.08	1.89	88.92
OHIO	0.09	0.54	13.36	1.44	84.57
OKLAHOMA	8.34	1.17	16.56	5.78	68.15
OREGON	0.83	2.17	1.40	10.98	84.61
PENNSYLVANIA	0.19	1.19	12.87	4.66	81.09
PUERTO RICO	0.43	0.00	0.00	99.57	0.00
RHODE ISLAND	0.00	0.00	3.51	3.51	92.98
SOUTH CAROLINA	0.10	0.29	48.67	1.05	49.90
SOUTH DAKOTA	11.16	0.92	2.60	1.76	83.56
TENNESSEE	0.03	0.93	23.85	0.90	74.29
TEXAS	.	.	.	.	.
UTAH	2.22	1.06	1.26	12.08	83.38
VERMONT	0.00	0.85	1.69	0.00	97.46
VIRGINIA	0.36	2.00	30.63	5.49	61.53
WASHINGTON	3.24	4.07	6.02	11.56	75.11
WEST VIRGINIA	0.00	0.43	3.72	0.18	95.67
WISCONSIN	1.14	1.29	5.27	1.58	90.72
WYOMING	1.03	1.54	4.10	6.67	86.67
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	95.00	0.83	0.00	4.17
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	44.44	44.44	11.11
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.41	2.56	16.56	9.59	69.88
50 STATES, D.C. & P.R.	1.38	2.43	16.58	9.60	70.00

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
HOME

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
	NUMBER					
ALABAMA	.	.	87	.	44	131
ALASKA	8	0	0	0	4	12
ARIZONA	125	43	156	785	1,414	2,523
ARKANSAS	0	0	3	4	124	131
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	0	0	8	48	56
CONNECTICUT	0	0	0	0	12	12
DELAWARE	0	0	1	1	8	10
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	10	40	145	56	409	660
GEORGIA	1	14	584	47	702	1,348
HAWAII	0	11	0	1	2	14
IDAHO	0	0	0	1	13	14
ILLINOIS	0	0	1	0	15	16
INDIANA	0	1	5	4	160	170
IOWA	0	0	4	1	155	160
KANSAS	0	3	10	4	156	173
KENTUCKY	.	.	6	.	97	103
LOUISIANA	3	1	102	1	142	249
MAINE	0	0	2	1	175	178
MARYLAND	0	5	23	1	109	138
MASSACHUSETTS	0	2	17	17	130	166
MICHIGAN	6	5	34	2	249	296
MINNESOTA	65	82	306	93	2,240	2,786
MISSISSIPPI	1	0	39	3	93	136
MISSOURI	2	2	56	7	309	376
MONTANA	.	.	.	.	0	0
NEBRASKA	4	4	51	39	465	563
NEVADA	0	2	2	4	34	42
NEW HAMPSHIRE	0	0	0	1	43	44
NEW JERSEY	0	2	5	10	48	65
NEW MEXICO	3	2	2	13	22	42
NEW YORK	10	56	193	225	3,719	4,203
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	1	0	1	0	19	21
OHIO	11	41	1,091	116	6,925	8,184
OKLAHOMA	4	1	5	1	23	34
OREGON	1	3	2	20	166	192
PENNSYLVANIA	1	6	83	72	1,094	1,256
PUERTO RICO	0	0	0	221	0	221
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	74	2	87	163
SOUTH DAKOTA	10	0	0	0	14	24
TENNESSEE	0	0	2	0	59	61
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	2	15	17
VERMONT	0	1	0	0	108	109
VIRGINIA	6	13	39	25	485	568
WASHINGTON	2	2	0	7	66	77
WEST VIRGINIA	0	0	1	0	205	206
WISCONSIN	1	1	2	1	88	93
WYOMING	5	2	3	4	99	113
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	.	2
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	1	3	9
BUR. OF INDIAN AFFAIRS	8	.	.	.	.	8
U.S. AND OUTLYING AREAS	288	347	3,142	1,801	20,597	26,175
50 STATES, D.C. & P.R.	280	345	3,137	1,800	20,594	26,156

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
HOME

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	66.41	.	33.59
ALASKA	66.67	0.00	0.00	0.00	33.33
ARIZONA	4.95	1.70	6.18	31.11	56.04
ARKANSAS	0.00	0.00	2.29	3.05	94.66
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	0.00	0.00	14.29	85.71
CONNECTICUT	0.00	0.00	0.00	0.00	100.00
DELAWARE	0.00	0.00	10.00	10.00	80.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	1.52	6.06	21.97	8.48	61.97
GEORGIA	0.07	1.04	43.32	3.49	52.08
HAWAII	0.00	78.57	0.00	7.14	14.29
IDAHO	0.00	0.00	0.00	7.14	92.86
ILLINOIS	0.00	0.00	6.25	0.00	93.75
INDIANA	0.00	0.59	2.94	2.35	94.12
IOWA	0.00	0.00	2.50	0.63	96.88
KANSAS	0.00	1.73	5.78	2.31	90.17
KENTUCKY	.	.	5.83	.	94.17
LOUISIANA	1.20	0.40	40.96	0.40	57.03
MAINE	0.00	0.00	1.12	0.56	98.31
MARYLAND	0.00	3.62	16.67	0.72	78.99
MASSACHUSETTS	0.00	1.20	10.24	10.24	78.31
MICHIGAN	2.03	1.69	11.49	0.68	84.12
MINNESOTA	2.33	2.94	10.98	3.34	80.40
MISSISSIPPI	0.74	0.00	28.68	2.21	68.38
MISSOURI	0.53	0.53	14.89	1.86	82.18
MONTANA	.	.	.	.	.
NEBRASKA	0.71	0.71	9.06	6.93	82.59
NEVADA	0.00	4.76	4.76	9.52	80.95
NEW HAMPSHIRE	0.00	0.00	0.00	2.27	97.73
NEW JERSEY	0.00	3.08	7.69	15.38	73.85
NEW MEXICO	7.14	4.76	4.76	30.95	52.38
NEW YORK	0.24	1.33	4.59	5.35	88.48
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	4.76	0.00	4.76	0.00	90.48
OHIO	0.13	0.50	13.33	1.42	84.62
OKLAHOMA	11.76	2.94	14.71	2.94	67.65
OREGON	0.52	1.56	1.04	10.42	86.46
PENNSYLVANIA	0.08	0.48	6.61	5.73	87.10
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	45.40	1.23	53.37
SOUTH DAKOTA	41.67	0.00	0.00	0.00	58.33
TENNESSEE	0.00	0.00	3.28	0.00	96.72
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	11.76	88.24
VERMONT	0.00	0.92	0.00	0.00	99.08
VIRGINIA	1.06	2.29	6.87	4.40	85.39
WASHINGTON	2.60	2.60	0.00	9.09	85.71
WEST VIRGINIA	0.00	0.00	0.49	0.00	99.51
WISCONSIN	1.08	1.08	2.15	1.08	94.62
WYOMING	4.42	1.77	2.65	3.54	87.61
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	55.56	11.11	33.33
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.10	1.33	12.00	6.88	78.69
50 STATES, D.C. & P.R.	1.07	1.32	11.99	6.88	78.74

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	-	1	355	8	566	930
ALASKA	29	6	10	7	75	127
ARIZONA	0	0	3	17	14	34
ARKANSAS	32	9	1,072	52	1,754	2,919
CALIFORNIA	.	.	.	.	.	.
COLORADO	4	33	65	282	596	980
CONNECTICUT	2	5	39	40	370	456
DELAWARE	1	1	126	11	224	363
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	49	110	4,153	2,251	8,981	15,544
GEORGIA	0	2	316	13	552	883
HAWAII	2	164	5	6	40	217
IDAHO	0	0	2	17	118	137
ILLINOIS	6	61	974	446	2,383	3,870
INDIANA	2	2	73	9	772	858
IOWA	11	10	28	35	795	879
KANSAS	5	7	70	55	518	655
KENTUCKY	.	3	218	19	1,460	1,700
LOUISIANA	1	1	69	1	68	140
MAINE	3	3	1	7	390	404
MARYLAND	9	22	603	33	725	1,392
MASSACHUSETTS	1	4	30	30	232	297
MICHIGAN	6	23	376	23	345	773
MINNESOTA	22	8	20	19	521	590
MISSISSIPPI	0	0	633	1	916	1,550
MISSOURI	0	1	13	1	177	192
MONTANA	.	.	.	.	99	99
NEBRASKA	11	3	14	25	474	527
NEVADA	12	1	0	4	23	40
NEW HAMPSHIRE	0	0	0	1	42	43
NEW JERSEY	1	60	268	186	1,511	2,026
NEW MEXICO	32	1	3	80	55	171
NEW YORK	8	12	181	85	1,044	1,330
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	12	0	1	1	129	143
OHIO	4	17	458	49	2,911	3,439
OKLAHOMA	120	4	60	27	482	693
OREGON	5	14	28	29	452	528
PENNSYLVANIA	2	7	34	43	675	761
PUERTO RICO	0	0	0	1,127	0	1,127
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	3	6	1,119	15	908	2,051
SOUTH DAKOTA	91	3	12	7	446	559
TENNESSEE	0	0	93	13	1,007	1,113
TEXAS	.	.	.	.	.	.
UTAH	17	1	0	8	88	114
VERMONT	0	0	1	1	108	110
VIRGINIA	6	43	283	140	1,400	1,872
WASHINGTON	60	46	70	234	1,125	1,535
WEST VIRGINIA	0	0	4	0	335	339
WISCONSIN	26	36	934	209	1,165	2,370
WYOMING	1	4	0	28	242	275
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	14	2	2	4	23
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	27	13	0	40
BUR. OF INDIAN AFFAIRS	3	.	.	.	.	3
U.S. AND OUTLYING AREAS	600	748	12,846	5,710	37,317	57,221
50 STATES, D.C. & P.R.	596	734	12,817	5,695	37,313	57,155

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	0.11	38.17	0.86	60.86
ALASKA	22.83	4.72	7.87	5.51	59.06
ARIZONA	0.00	0.00	8.82	50.00	41.18
ARKANSAS	1.10	0.31	36.72	1.78	60.09
CALIFORNIA	.	.	.	.	.
COLORADO	0.41	3.37	6.63	28.78	60.82
CONNECTICUT	0.44	1.10	8.55	8.77	81.14
DELAWARE	0.28	0.28	34.71	3.03	61.71
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.32	0.71	26.72	14.48	57.78
GEORGIA	0.00	0.23	35.79	1.47	62.51
HAWAII	0.92	75.58	2.30	2.76	18.43
IDAHO	0.00	0.00	1.46	12.41	86.13
ILLINOIS	0.16	1.58	25.17	11.52	61.58
INDIANA	0.23	0.23	8.51	1.05	89.98
IOWA	1.25	1.14	3.19	3.98	90.44
KANSAS	0.76	1.07	10.69	8.40	79.08
KENTUCKY	.	0.18	12.82	1.12	85.88
LOUISIANA	0.71	0.71	49.29	0.71	48.57
MAINE	0.74	0.74	0.25	1.73	96.53
MARYLAND	0.65	1.58	43.32	2.37	52.08
MASSACHUSETTS	0.34	1.35	10.10	10.10	78.11
MICHIGAN	0.78	2.98	48.64	2.98	44.63
MINNESOTA	3.73	1.36	3.39	3.22	88.31
MISSISSIPPI	0.00	0.00	40.84	0.06	59.10
MISSOURI	0.00	0.52	6.77	0.52	92.19
MONTANA	.	.	.	.	100.00
NEBRASKA	2.09	0.57	2.66	4.74	89.94
NEVADA	30.00	2.50	0.00	10.00	57.50
NEW HAMPSHIRE	0.00	0.00	0.00	2.33	97.67
NEW JERSEY	0.05	2.96	13.23	9.18	74.58
NEW MEXICO	16.71	0.58	1.75	46.78	32.16
NEW YORK	0.60	0.90	13.61	6.39	78.50
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	8.39	0.00	0.70	0.70	90.21
OHIO	0.12	0.49	13.32	1.42	84.65
OKLAHOMA	17.32	0.58	8.66	3.90	69.55
OREGON	0.95	2.65	5.30	5.49	85.61
PENNSYLVANIA	0.26	0.92	4.47	5.65	88.70
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.15	0.29	54.56	0.73	44.27
SOUTH DAKOTA	16.28	0.54	2.15	1.25	79.79
TENNESSEE	0.00	0.00	8.36	1.17	90.48
TEXAS	.	.	.	.	.
UTAH	14.91	0.88	0.00	7.02	77.19
VERMONT	0.00	0.00	0.91	0.91	98.18
VIRGINIA	0.32	2.30	15.12	7.48	74.79
WASHINGTON	3.91	3.00	4.56	15.24	73.29
WEST VIRGINIA	0.00	0.00	1.18	0.00	98.82
WISCONSIN	1.10	1.52	39.41	8.82	49.16
WYOMING	0.36	1.45	0.00	10.18	88.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	4.35	60.87	8.70	8.70	17.39
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	67.50	32.50	0.00
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.05	1.31	22.45	9.98	65.22
50 STATES, D.C. & P.R.	1.04	1.28	22.42	9.96	65.28

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
RESIDENTIAL FACILITY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	20	.	7	27
ALASKA	0	0	0	0	0	0
ARIZONA	9	1	0	21	40	71
ARKANSAS	0	0	2	1	2	5
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	0	0	0	2	2
CONNECTICUT	0	0	0	2	1	3
DELAWARE	0	0	1	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	1	3	9	3	30	46
GEORGIA	0	3	91	9	61	164
HAWAII	0	0	0	0	2	2
IDAHO	0	0	0	2	8	10
ILLINOIS	0	0	6	5	30	41
INDIANA	0	4	6	1	37	48
IOWA	0	0	0	0	6	6
KANSAS	0	0	0	0	0	0
KENTUCKY	.	.	.	.	13	13
LOUISIANA	0	0	3	0	2	5
MAINE	0	0	0	0	5	5
MARYLAND	0	0	6	1	61	68
MASSACHUSETTS	0	0	0	0	2	2
MICHIGAN	0	0	1	1	12	14
MINNESOTA	0	0	0	0	7	7
MISSISSIPPI	1	0	5	0	1	7
MISSOURI	0	0	0	0	8	8
MONTANA	.	.	.	.	5	5
NEBRASKA	0	0	1	0	2	3
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	3	3
NEW JERSEY	0	0	1	0	3	4
NEW MEXICO	0	0	0	17	12	29
NEW YORK	0	0	0	0	9	9
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	1	0	0	0	6	7
OHIO	0	0	0	0	0	0
OKLAHOMA	1	0	0	0	6	7
OREGON	0	1	1	0	21	23
PENNSYLVANIA	0	0	3	0	22	25
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	2	1	1	4
SOUTH DAKOTA	4	0	0	0	4	8
TENNESSEE	0	0	0	0	2	2
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	1	1
VIRGINIA	0	0	7	1	18	26
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	0	0	2	0	5	7
WISCONSIN	0	0	0	0	6	6
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	16	.	.	.	.	16
U.S. AND OUTLYING AREAS	33	12	167	65	463	740
50 STATES, D.C. & P.R.	17	12	167	65	463	724

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
RESIDENTIAL FACILITY

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	74.07	.	25.93
ALASKA	.	.	.	.	.
ARIZONA	12.68	1.41	0.00	29.58	56.34
ARKANSAS	0.00	0.00	40.00	20.00	40.00
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	0.00	0.00	0.00	100.00
CONNECTICUT	0.00	0.00	0.00	66.67	33.33
DELAWARE	0.00	0.00	100.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	2.17	6.52	19.57	6.52	65.22
GEORGIA	0.00	1.83	55.49	5.49	37.20
HAWAII	0.00	0.00	0.00	0.00	100.00
IDAHO	0.00	0.00	0.00	20.00	80.00
ILLINOIS	0.00	0.00	14.63	12.20	73.17
INDIANA	0.00	8.33	12.50	2.08	77.08
IOWA	0.00	0.00	0.00	0.00	100.00
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	100.00
LOUISIANA	0.00	0.00	60.00	0.00	40.00
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	8.82	1.47	89.71
MASSACHUSETTS	0.00	0.00	0.00	0.00	100.00
MICHIGAN	0.00	0.00	7.14	7.14	85.71
MINNESOTA	0.00	0.00	0.00	0.00	100.00
MISSISSIPPI	14.29	0.00	71.43	0.00	14.29
MISSOURI	0.00	0.00	0.00	0.00	100.00
MONTANA	.	.	.	.	100.00
NEBRASKA	0.00	0.00	33.33	0.00	66.67
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	0.00	25.00	0.00	75.00
NEW MEXICO	0.00	0.00	0.00	58.62	41.38
NEW YORK	0.00	0.00	0.00	0.00	100.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	14.29	0.00	0.00	0.00	85.71
OHIO	.	.	.	.	.
OKLAHOMA	14.29	0.00	0.00	0.00	85.71
OREGON	0.00	4.35	4.35	0.00	91.30
PENNSYLVANIA	0.00	0.00	12.00	0.00	88.00
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	50.00	25.00	25.00
SOUTH DAKOTA	50.00	0.00	0.00	0.00	50.00
TENNESSEE	0.00	0.00	0.00	0.00	100.00
TEXAS	.	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	26.92	3.85	69.23
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	28.57	0.00	71.43
WISCONSIN	0.00	0.00	0.00	0.00	100.00
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	4.46	1.62	22.57	8.78	62.57
50 STATES, D.C. & P.R.	2.35	1.66	23.07	8.98	63.95

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SEPARATE SCHOOL

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	100	3	96	199
ALASKA	47	16	36	13	98	210
ARIZONA	2	2	12	56	55	127
ARKANSAS	13	3	527	25	778	1,346
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	5	9	13	133	160
CONNECTICUT	2	7	60	52	141	262
DELAWARE	0	2	17	4	34	57
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	21	66	320	139	686	1,232
GEORGIA	0	7	124	5	73	209
HAWAII	0	6	1	1	2	10
IDAHO	0	0	0	1	31	32
ILLINOIS	1	28	464	240	1,030	1,763
INDIANA	0	5	20	4	223	252
IOWA	0	0	5	0	37	42
KANSAS	0	1	4	1	20	26
KENTUCKY	.	5	22	2	190	219
LOUISIANA	1	1	48	1	57	108
MAINE	1	1	3	0	248	253
MARYLAND	2	25	446	42	286	801
MASSACHUSETTS	0	2	12	12	90	116
MICHIGAN	32	24	184	54	2,794	3,088
MINNESOTA	1	0	0	0	13	14
MISSISSIPPI	0	1	46	2	83	132
MISSOURI	0	2	107	11	387	507
MONTANA	.	.	.	.	0	0
NEBRASKA	10	4	8	26	215	263
NEVADA	0	1	7	18	132	158
NEW HAMPSHIRE	0	0	0	0	9	9
NEW JERSEY	1	79	322	244	1,107	1,753
NEW MEXICO	0	0	0	0	0	0
NEW YORK	41	177	1,062	1,073	2,081	4,434
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	3	3	1	0	18	25
OHIO	0	0	2	0	11	13
OKLAHOMA	32	1	6	6	164	209
OREGON	0	6	0	17	128	151
PENNSYLVANIA	3	7	112	24	288	434
PUERTO RICO	0	0	0	119	0	119
RHODE ISLAND	0	2	2	4	16	24
SOUTH CAROLINA	0	0	37	1	47	85
SOUTH DAKOTA	0	0	0	0	6	6
TENNESSEE	0	1	33	2	191	227
TEXAS	.	.	.	.	.	.
UTAH	19	7	2	25	324	377
VERMONT	0	1	3	1	27	32
VIRGINIA	0	1	16	2	75	94
WASHINGTON	0	1	0	1	29	31
WEST VIRGINIA	0	0	2	0	24	26
WISCONSIN	27	1	1	3	117	149
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	.	.	.	.	1
U.S. AND OUTLYING AREAS	260	501	4,183	2,247	12,594	19,785
50 STATES, D.C. & P.R.	259	501	4,183	2,247	12,594	19,784

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SEPARATE SCHOOL

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	50.25	1.51	48.24
ALASKA	22.38	7.62	17.14	6.19	46.67
ARIZONA	1.57	1.57	9.45	44.09	43.31
ARKANSAS	0.97	0.22	39.15	1.86	57.80
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	3.13	5.63	8.13	83.13
CONNECTICUT	0.76	2.67	22.90	19.85	53.82
DELAWARE	0.00	3.51	29.82	7.02	59.65
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	1.70	5.36	25.97	11.28	55.68
GEORGIA	0.00	3.35	59.33	2.39	34.93
HAWAII	0.00	60.00	10.00	10.00	20.00
IDAHO	0.00	0.00	0.00	3.13	96.88
ILLINOIS	0.06	1.59	26.32	13.61	58.42
INDIANA	0.00	1.98	7.94	1.59	88.49
IOWA	0.00	0.00	11.90	0.00	88.10
KANSAS	0.00	3.85	15.38	3.85	76.92
KENTUCKY	.	2.28	10.05	0.91	86.76
LOUISIANA	0.93	0.93	44.44	0.93	52.78
MAINE	0.40	0.40	1.19	0.00	98.02
MARYLAND	0.25	3.12	55.68	5.24	35.71
MASSACHUSETTS	0.00	1.72	10.34	10.34	77.59
MICHIGAN	1.04	0.78	5.96	1.75	90.48
MINNESOTA	7.14	0.00	0.00	0.00	92.86
MISSISSIPPI	0.00	0.76	34.85	1.52	62.88
MISSOURI	0.00	0.39	21.10	2.17	76.33
MONTANA	.	.	.	.	.
NEBRASKA	3.80	1.52	3.04	9.89	81.75
NEVADA	0.00	0.63	4.43	11.39	83.54
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.06	4.51	18.37	13.92	63.15
NEW MEXICO	.	.	.	.	.
NEW YORK	0.92	3.99	23.95	24.20	46.93
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	12.00	12.00	4.00	0.00	72.00
OHIO	0.00	0.00	15.38	0.00	84.62
OKLAHOMA	15.31	0.48	2.87	2.87	78.47
OREGON	0.00	3.97	0.00	11.26	84.77
PENNSYLVANIA	0.69	1.61	25.81	5.53	66.36
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	8.33	8.33	16.67	66.67
SOUTH CAROLINA	0.00	0.00	43.53	1.18	55.29
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	0.44	14.54	0.88	84.14
TEXAS	.	.	.	.	.
UTAH	5.04	1.86	0.53	6.63	85.94
VERMONT	0.00	3.13	9.38	3.13	84.38
VIRGINIA	0.00	1.06	17.02	2.13	79.79
WASHINGTON	0.00	3.23	0.00	3.23	93.55
WEST VIRGINIA	0.00	0.00	7.69	0.00	92.31
WISCONSIN	18.12	0.67	0.67	2.01	78.52
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.31	2.53	21.14	11.36	63.65
50 STATES, D.C. & P.R.	1.31	2.53	21.14	11.36	63.66

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
ITINERANT SERVICES OUTSIDE HOME

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	.	.	.	.
ALASKA	21	3	6	2	115	147
ARIZONA	0	0	0	0	0	0
ARKANSAS	15	2	224	6	912	1,159
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	7	6	16	299	328
CONNECTICUT	3	2	84	94	972	1,155
DELAWARE	0	0	4	2	11	17
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.
IDAHO	1	0	0	4	77	82
ILLINOIS	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0
IOWA	2	14	53	27	1,778	1,874
KANSAS	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	0	0	0	0
MAINE	.	.	.	.	.	.
MARYLAND	2	38	403	23	830	1,296
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	16	121	402	67	2,878	3,484
MINNESOTA	1	3	5	3	206	218
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	37	4	835	876
MONTANA	.	.	.	.	2	2
NEBRASKA	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	0	3	8	9	306	326
NEW MEXICO	.	.	.	.	.	.
NEW YORK	1	8	4	1	225	239
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	5	1	0	2	113	121
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	2	3	3	16	274	298
PENNSYLVANIA	.	.	.	.	.	.
PUERTO RICO	0	0	0	29	0	29
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	1	6	1,267	22	1,882	3,178
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	2	5	330	21	1,436	1,794
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	0	3	3
VERMONT	0	0	0	0	5	5
VIRGINIA	5	39	470	108	2,130	2,752
WASHINGTON	29	25	24	25	702	805
WEST VIRGINIA	.	.	.	.	.	.
WISCONSIN	0	9	72	35	867	983
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	2	0	0	0	2
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	.	.	.	0
U.S. AND OUTLYING AREAS	106	291	3,402	516	16,858	21,173
50 STATES, D.C. & P.R.	106	289	3,402	516	16,858	21,171

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
ITINERANT SERVICES OUTSIDE HOME

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	.	.	.
ALASKA	14.29	2.04	4.08	1.36	78.23
ARIZONA	.	.	.	.	.
ARKANSAS	1.29	0.17	19.33	0.52	78.69
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	2.13	1.83	4.88	91.16
CONNECTICUT	0.26	0.17	7.27	8.14	84.16
DELAWARE	0.00	0.00	23.53	11.76	64.71
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	1.22	0.00	0.00	4.88	93.90
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	0.11	0.75	2.83	1.44	94.88
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	.	.	.	.	.
MARYLAND	0.15	2.93	31.10	1.77	64.04
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	0.46	3.47	11.54	1.92	82.61
MINNESOTA	0.46	1.38	2.29	1.38	94.50
MISSISSIPPI	.	.	.	.	.
MISSOURI	0.00	0.00	4.22	0.46	95.32
MONTANA	.	.	.	.	100.00
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	0.00	0.92	2.45	2.76	93.87
NEW MEXICO	.	.	.	.	.
NEW YORK	0.42	3.35	1.67	0.42	94.14
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	4.13	0.83	0.00	1.65	93.39
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	0.67	1.01	1.01	5.37	91.95
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.03	0.19	39.87	0.69	59.22
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.11	0.28	18.39	1.17	80.04
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	0.00	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.18	1.42	17.08	3.92	77.40
WASHINGTON	3.60	3.11	2.98	3.11	87.20
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	0.00	0.92	7.32	3.56	88.20
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.50	1.37	16.07	2.44	79.62
50 STATES, D.C. & P.R.	0.50	1.37	16.07	2.44	79.63

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
REVERSE MAINSTREAM

STATE	NUMBER					
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	.	.	.	.
ALASKA	1	0	0	0	0	1
ARIZONA	2	0	.	3	19	24
ARKANSAS	0	0	43	2	53	98
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.
IDAHO	18	5	10	113	1,158	1,304
ILLINOIS	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0
IOWA	0	0	5	0	124	129
KANSAS	22	17	178	189	1,641	2,047
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	0	0	0	0
MAINE	.	.	.	.	.	.
MARYLAND	0	0	1	0	6	7
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0	0	0	0	0	0
MINNESOTA	1	1	4	0	69	75
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	.	.	.	.	.	.
MONTANA	.	.	3	0	2	5
NEBRASKA	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.
NEW YORK	0	0	0	0	0	0
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	4	2	1	4	42	53
OHIO	1	3	70	7	444	525
OKLAHOMA	0	0	0	0	0	0
OREGON	6	1	3	32	217	259
PENNSYLVANIA	.	.	.	.	.	.
PUERTO RICO	0	0	0	216	0	216
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	0	0	95	2	123	220
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	0	1	7	0	158	166
TEXAS	.	.	.	.	.	.
UTAH	26	2	2	6	125	161
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	19	0	66	85
WASHINGTON	2	10	10	13	249	284
WEST VIRGINIA	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	.	.	.	0
U.S. AND OUTLYING AREAS	83	42	451	587	4,496	5,659
50 STATES, D.C. & P.R.	83	42	451	587	4,496	5,659

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
REVERSE MAINSTREAM

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	.	.	.
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	8.33	0.00	.	12.50	79.17
ARKANSAS	0.00	0.00	43.88	2.04	54.08
CALIFORNIA	.	.	.	.	.
COLORADO	.	.	.	.	.
CONNECTICUT	.	.	.	.	.
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	1.38	0.38	0.77	8.67	88.80
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	0.00	0.00	3.88	0.00	96.12
KANSAS	1.07	0.83	8.70	9.23	80.17
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	.	.	.	.	.
MARYLAND	0.00	0.00	14.29	0.00	85.71
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	1.33	1.33	5.33	0.00	92.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	.	.	.	.	.
MONTANA	.	.	60.00	0.00	40.00
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	.	.	.	.	.
NEW MEXICO	.	.	.	.	.
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	7.55	3.77	1.89	7.55	79.25
OHIO	0.19	0.57	13.33	1.33	84.57
OKLAHOMA	.	.	.	.	.
OREGON	2.32	0.39	1.16	12.36	83.78
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	43.18	0.91	55.91
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.00	0.60	4.22	0.00	95.18
TEXAS	.	.	.	.	.
UTAH	16.15	1.24	1.24	3.73	77.64
VERMONT	.	.	.	.	.
VIRGINIA	0.00	0.00	22.35	0.00	77.65
WASHINGTON	0.70	3.52	3.52	4.58	87.68
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.47	0.74	7.97	10.37	79.45
50 STATES, D.C. & P.R.	1.47	0.74	7.97	10.37	79.45

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	14	18	2,885	28	4,424	7,369
ALASKA	519	64	101	54	1,016	1,754
ARIZONA	644	101	422	2,703	5,006	8,876
ARKANSAS	82	22	2,492	137	5,944	8,677
CALIFORNIA	441	3,158	5,644	22,431	25,163	56,837
COLORADO	80	140	444	1,523	5,622	7,809
CONNECTICUT	33	85	922	1,006	5,397	7,443
DELAWARE	2	9	457	83	1,113	1,664
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	127	314	6,784	3,465	16,186	26,876
GEORGIA	23	128	5,395	378	9,210	15,134
HAWAII	16	1,232	33	51	314	1,646
IDAHO	33	16	28	379	2,993	3,449
ILLINOIS	21	319	4,303	2,097	20,553	27,293
INDIANA	21	52	1,177	241	12,287	13,778
IOWA	26	44	221	132	5,154	5,577
KANSAS	69	54	588	502	5,720	6,933
KENTUCKY	6	49	1,575	88	13,443	15,161
LOUISIANA	39	33	4,356	71	4,996	9,495
MAINE	10	11	24	21	2,563	2,629
MARYLAND	31	229	3,201	317	5,936	9,714
MASSACHUSETTS	31	200	1,539	1,554	12,058	15,382
MICHIGAN	129	561	3,039	389	14,865	18,983
MINNESOTA	289	231	770	330	9,707	11,327
MISSISSIPPI	4	5	2,568	14	3,455	6,046
MISSOURI	17	45	1,359	125	8,152	9,698
MONTANA	0	0	3	0	1,684	1,687
NEBRASKA	58	24	177	191	2,620	3,070
NEVADA	106	92	410	649	2,274	3,531
NEW HAMPSHIRE	3	12	10	37	2,128	2,190
NEW JERSEY	15	510	2,476	1,997	10,999	15,997
NEW MEXICO	664	27	111	2,440	1,891	5,133
NEW YORK	292	951	6,058	5,868	19,858	33,027
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	101	13	12	18	1,053	1,197
OHIO	24	94	2,476	263	15,715	18,572
OKLAHOMA	920	41	553	201	4,090	5,805
OREGON	79	75	80	469	3,673	4,376
PENNSYLVANIA	32	175	2,868	815	16,030	19,920
PUERTO RICO	5	4	0	5,550	0	5,559
RHODE ISLAND	3	15	129	265	2,098	2,510
SOUTH CAROLINA	8	24	5,356	86	5,463	10,937
SOUTH DAKOTA	355	18	49	36	1,706	2,164
TENNESSEE	10	55	1,810	101	8,315	10,291
TEXAS	.	.	.	.	.	.
UTAH	173	68	61	476	4,307	5,085
VERMONT	4	8	12	2	1,200	1,226
VIRGINIA	44	226	3,270	693	9,480	13,713
WASHINGTON	408	447	688	1,426	8,830	11,799
WEST VIRGINIA	1	15	161	8	5,116	5,301
WISCONSIN	171	155	1,728	474	11,180	13,708
WYOMING	85	13	25	153	1,538	1,814
AMERICAN SAMOA	0	58	0	0	0	58
GUAM	1	141	3	2	9	156
NORTHERN MARIANAS	0	51	0	0	0	51
PALAU	0	12	0	0	0	12
VIRGIN ISLANDS	0	0	135	41	4	180
BUR. OF INDIAN AFFAIRS	307	0	0	0	0	307
U.S. AND OUTLYING AREAS	6,576	10,444	78,988	60,380	342,538	498,926
50 STATES, D.C. & P.R.	6,268	10,182	78,850	60,337	342,525	498,162

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.19	0.24	39.15	0.38	60.04
ALASKA	29.59	3.65	5.76	3.08	57.92
ARIZONA	7.26	1.14	4.75	30.45	56.40
ARKANSAS	0.95	0.25	28.72	1.58	68.50
CALIFORNIA	0.78	5.56	9.93	39.47	44.27
COLORADO	1.02	1.79	5.69	19.50	71.99
CONNECTICUT	0.44	1.14	12.39	13.52	72.51
DELAWARE	0.12	0.54	27.46	4.99	66.89
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.47	1.17	25.24	12.89	60.22
GEORGIA	0.15	0.85	35.65	2.50	60.86
HAWAII	0.97	74.85	2.00	3.10	19.08
IDAHO	0.96	0.46	0.81	10.99	86.78
ILLINOIS	0.08	1.17	15.77	7.68	75.31
INDIANA	0.15	0.38	8.54	1.75	89.18
IOWA	0.47	0.79	3.96	2.37	92.42
KANSAS	1.00	0.78	8.48	7.24	82.50
KENTUCKY	0.04	0.32	10.39	0.58	88.67
LOUISIANA	0.41	0.35	45.88	0.75	52.62
MAINE	0.38	0.42	0.91	0.80	97.49
MARYLAND	0.32	2.36	32.95	3.26	61.11
MASSACHUSETTS	0.20	1.30	10.01	10.10	78.39
MICHIGAN	0.68	2.96	16.01	2.05	78.31
MINNESOTA	2.55	2.04	6.80	2.91	85.70
MISSISSIPPI	0.07	0.08	42.47	0.23	57.15
MISSOURI	0.18	0.46	14.01	1.29	84.06
MONTANA	0.00	0.00	0.18	0.00	99.82
NEBRASKA	1.89	0.78	5.77	6.22	85.34
NEVADA	3.00	2.61	11.61	18.38	64.40
NEW HAMPSHIRE	0.14	0.55	0.46	1.69	97.17
NEW JERSEY	0.09	3.19	15.48	12.48	68.76
NEW MEXICO	12.94	0.53	2.16	47.54	36.84
NEW YORK	0.88	2.88	18.34	17.77	60.13
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	8.44	1.09	1.00	1.50	87.97
OHIO	0.13	0.51	13.33	1.42	84.62
OKLAHOMA	15.85	0.71	9.53	3.46	70.46
OREGON	1.81	1.71	1.83	10.72	83.94
PENNSYLVANIA	0.16	0.88	14.40	4.09	80.47
PUERTO RICO	0.09	0.07	0.00	99.84	0.00
RHODE ISLAND	0.12	0.60	5.14	10.56	83.59
SOUTH CAROLINA	0.07	0.22	48.97	0.79	49.95
SOUTH DAKOTA	16.40	0.83	2.26	1.66	78.84
TENNESSEE	0.10	0.53	17.59	0.98	80.80
TEXAS	.	.	.	.	.
UTAH	3.40	1.34	1.20	9.36	84.70
VERMONT	0.33	0.65	0.98	0.16	97.88
VIRGINIA	0.32	1.65	23.85	5.05	69.13
WASHINGTON	3.46	3.79	5.83	12.09	74.84
WEST VIRGINIA	0.02	0.28	3.04	0.15	96.51
WISCONSIN	1.25	1.13	12.61	3.46	81.56
WYOMING	4.69	0.72	1.38	8.43	84.79
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.64	90.38	1.92	1.28	5.77
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	75.00	22.78	2.22
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.32	2.09	15.83	12.10	68.66
50 STATES, D.C. & P.R.	1.26	2.04	15.83	12.11	68.76

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC1

Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-5 with Disabilities, During the 1998-99 School Year

	-------EMPLOYED-------		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	TOTAL EMPLOYED
ALABAMA	605	16	621
ALASKA	58	0	58
ARIZONA	742	65	807
ARKANSAS	299	117	416
CALIFORNIA	1,884	190	2,075
COLORADO	162	36	198
CONNECTICUT	.	.	0
DELAWARE	107	1	108
DISTRICT OF COLUMBIA	.	.	0
FLORIDA	1,583	70	1,653
GEORGIA	419	1	420
HAWAII	135	23	158
IDAHO	119	6	126
ILLINOIS	1,010	41	1,050
INDIANA	544	32	576
IOWA	373	17	390
KANSAS	399	.	399
KENTUCKY	228	36	264
LOUISIANA	562	249	811
MAINE	169	0	169
MARYLAND	343	20	363
MASSACHUSETTS	613	.	613
MICHIGAN	748	94	842
MINNESOTA	701	38	739
MISSISSIPPI	264	22	286
MISSOURI	530	93	623
MONTANA	76	7	83
NEBRASKA	90	3	93
NEVADA	242	12	253
NEW HAMPSHIRE	78	17	95
NEW JERSEY	962	17	979
NEW MEXICO	189	26	215
NEW YORK	1,703	817	2,520
NORTH CAROLINA	624	102	726
NORTH DAKOTA	69	7	77
OHIO	1,323	0	1,323
OKLAHOMA	249	2	252
OREGON	140	10	150
PENNSYLVANIA	1,312	23	1,335
PUERTO RICO	98	0	98
RHODE ISLAND	136	5	140
SOUTH CAROLINA	2,310	7	2,317
SOUTH DAKOTA	97	1	99
TENNESSEE	295	1	296
TEXAS	487	57	544
UTAH	160	24	184
VERMONT	94	3	96
VIRGINIA	1,216	244	1,460
WASHINGTON	479	7	486
WEST VIRGINIA	187	23	209
WISCONSIN	634	39	673
WYOMING	68	11	79
AMERICAN SAMOA	1	8	9
GUAM	6	0	6
NORTHERN MARIANAS	2	0	2
PALAU	1	1	2
VIRGIN ISLANDS	83	60	143
BUR. OF INDIAN AFFAIRS	161	33	194
U.S. AND OUTLYING AREAS	26,173	2,731	28,904
50 STATES, D.C. & P.R.	25,919	2,629	28,548

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	SCHOOL SOCIAL WORKERS EMPLOYED		OCCUPATIONAL THERAPISTS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	20	0	59	0
ALASKA	1	0	29	1
ARIZONA	102	1	125	4
ARKANSAS	2	4	28	24
CALIFORNIA	117	13	232	1
COLORADO	303	15	194	5
CONNECTICUT	602	-	.	.
DELAWARE	-	.	2	1
DISTRICT OF COLUMBIA	62	0	2	0
FLORIDA	601	0	408	0
GEORGIA	102	0	92	0
HAWAII	33	0	35	0
IDAHO	47	1	12	0
ILLINOIS	2,348	245	511	.
INDIANA	70	4	149	4
IOWA	203	0	74	0
KANSAS	222	.	132	.
KENTUCKY	11	1	110	8
LOUISIANA	263	8	115	0
MAINE	199	1	92	0
MARYLAND	360	23	197	0
MASSACHUSETTS	807	.	399	.
MICHIGAN	1,174	149	420	5
MINNESOTA	661	1	413	0
MISSISSIPPI	75	.	56	.
MISSOURI	91	1	138	0
MONTANA	9	3	19	3
NEBRASKA	2	1	29	0
NEVADA	7	0	35	0
NEW HAMPSHIRE	36	6	143	0
NEW JERSEY	1,518	9	568	1
NEW MEXICO	241	4	235	3
NEW YORK	2,848	407	1,793	0
NORTH CAROLINA	169	6	221	0
NORTH DAKOTA	43	1	34	0
OHIO	0	0	327	13
OKLAHOMA	4	0	56	0
OREGON	49	2	108	1
PENNSYLVANIA	168	0	325	0
PUERTO RICO	113	0	12	0
RHODE ISLAND	126	2	74	0
SOUTH CAROLINA	51	4	96	1
SOUTH DAKOTA	9	0	52	0
TENNESSEE	29	0	124	0
TEXAS	63	14	272	.
UTAH	23	0	32	2
VERMONT	39	1	24	1
VIRGINIA	446	19	232	8
WASHINGTON	53	3	313	4
WEST VIRGINIA	2	0	41	1
WISCONSIN	486	6	348	6
WYOMING	64	0	26	0
AMERICAN SAMOA	0	0	0	0
GUAM	6	0	3	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	5	0	3	0
BUR. OF INDIAN AFFAIRS	22	5	11	1
U.S. AND OUTLYING AREAS	15,105	959	9,578	98
50 STATES, D.C. & P.R	15,071	954	9,561	97

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

STATE	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED		PHYSICAL THERAPISTS EMPLOYED	
	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	11	2	39	0
ALASKA	1	0	52	1
ARIZONA	3	36	63	2
ARKANSAS	0	0	27	15
CALIFORNIA	0	0	38	0
COLORADO	.	.	59	3
CONNECTICUT	.	.	.	.
DELAWARE	.	.	5	1
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	10	0	224	0
GEORGIA	23	6	49	0
HAWAII	0	0	9	0
IDAHO	.	.	6	0
ILLINOIS	8	.	285	0
INDIANA	21	1	108	2
IOWA	5	0	37	0
KANSAS	0	.	63	.
KENTUCKY	6	0	73	5
LOUISIANA	1	0	69	0
MAINE	0	0	63	0
MARYLAND	8	6	110	0
MASSACHUSETTS	.	.	180	.
MICHIGAN	17	0	249	5
MINNESOTA	.	.	125	0
MISSISSIPPI	18	.	71	.
MISSOURI	.	.	65	.
MONTANA	0	0	14	2
NEBRASKA	.	.	22	0
NEVADA	6	0	33	0
NEW HAMPSHIRE	8	1	51	0
NEW JERSEY	8	32	358	1
NEW MEXICO	8	1	112	1
NEW YORK	65	0	1,090	0
NORTH CAROLINA	22	0	137	0
NORTH DAKOTA	.	.	21	0
OHIO	0	0	239	4
OKLAHOMA	4	0	67	0
OREGON	7	3	59	0
PENNSYLVANIA	11	3	244	0
PUERTO RICO	0	0	2	0
RHODE ISLAND	0	0	37	0
SOUTH CAROLINA	6	2	56	0
SOUTH DAKOTA	2	0	42	0
TENNESSEE	5	0	79	0
TEXAS	5	.	132	.
UTAH	2	0	21	1
VERMONT	0	0	12	1
VIRGINIA	0	0	160	3
WASHINGTON	0	0	150	1
WEST VIRGINIA	0	0	31	0
WISCONSIN	.	.	214	4
WYOMING	0	0	8	0
AMERICAN SAMOA	0	0	0	1
GUAM	0	2	2	0
NORTHERN MARIANAS	0	0	1	1
PALAU	0	0	1	0
VIRGIN ISLANDS	0	0	2	0
BUR. OF INDIAN AFFAIRS	28	0	4	0
U.S. AND OUTLYING AREAS	319	95	5,467	55
50 STATES, D.C. & P.R.	291	93	5,457	53

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

STATE	TEACHER AIDES EMPLOYED FULLY CERTIFIED	TEACHER AIDES EMPLOYED NOT FULLY CERTIFIED	PHYSICAL EDUCATION TEACHERS EMPLOYED FULLY CERTIFIED	PHYSICAL EDUCATION TEACHERS EMPLOYED NOT FULLY CERTIFIED
ALABAMA	2,530	383	143	4
ALASKA	4	915	4	1
ARIZONA	2,055	1,732	127	4
ARKANSAS	1,407	0	4	0
CALIFORNIA	25,523	7,438	822	77
COLORADO	3,953	.	48	2
CONNECTICUT	5,512	.	.	.
DELAWARE	649	0	.	.
DISTRICT OF COLUMBIA	209	0	.	.
FLORIDA	12,016	0	156	10
GEORGIA	5,785	5	47	0
HAWAII	859	22	3	0
IDAHO	1,700	0	4	.
ILLINOIS	21,014	0	208	1
INDIANA	5,614	0	18	1
IOWA	3,876	0	24	0
KANSAS	7,291	.	53	.
KENTUCKY	2,300	1,073	58	0
LOUISIANA	6,490	0	333	29
MAINE	2,794	30	29	1
MARYLAND	4,903	0	120	19
MASSACHUSETTS	10,344	.	137	.
MICHIGAN	3,111	0	92	4
MINNESOTA	9,176	.	289	59
MISSISSIPPI	1,033	.	110	.
MISSOURI	5,993	.	26	.
MONTANA	999	0	8	1
NEBRASKA	2,301	19	.	.
NEVADA	1,085	207	45	0
NEW HAMPSHIRE	3,701	811	42	1
NEW JERSEY	11,493	0	308	5
NEW MEXICO	2,384	99	56	1
NEW YORK	16,981	0	1,210	278
NORTH CAROLINA	6,022	440	40	9
NORTH DAKOTA	1,025	0	5	0
OHIO	3,800	289	164	8
OKLAHOMA	2,169	5	10	0
OREGON	4,400	0	77	0
PENNSYLVANIA	7,625	0	76	0
PUERTO RICO	1,586	0	124	4
RHODE ISLAND	1,428	3	122	0
SOUTH CAROLINA	1,854	936	34	0
SOUTH DAKOTA	1,046	0	19	0
TENNESSEE	4,415	0	15	0
TEXAS	20,263	.	.	.
UTAH	0	2,235	19	0
VERMONT	2,532	0	21	0
VIRGINIA	6,482	817	175	6
WASHINGTON	4,528	136	35	2
WEST VIRGINIA	1,411	0	14	0
WISCONSIN	5,591	172	128	4
WYOMING	0	1,090	15	0
AMERICAN SAMOA	2	0	0	0
GUAM	0	247	0	0
NORTHERN MARIANAS	0	43	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	39	43	11	0
BUR. OF INDIAN AFFAIRS	100	266	51	5
U.S. AND OUTLYING AREAS	261,425	19,455	5,681	537
50 STATES, D.C. & P.R	261,284	18,856	5,619	532

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	SUPERVISORS/ ADMINISTRATORS		OTHER PROFESSIONAL STAFF	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	219	4	243	17
ALASKA	0	0	39	0
ARIZONA	285	17	362	24
ARKANSAS	127	10	5	2
CALIFORNIA	835	11	4,164	204
COLORADO	149	41	371	54
CONNECTICUT	103	.	.	.
DELAWARE	10	0	.	.
DISTRICT OF COLUMBIA	31	0	8	0
FLORIDA	330	0	1,249	0
GEORGIA	464	1	54	0
HAWAII	0	0	45	0
IDAHO	56	2	5	0
ILLINOIS	856	6	1,085	120
INDIANA	254	3	1,573	2
IOWA	153	6	471	26
KANSAS	63	.	194	.
KENTUCKY	192	1	141	5
LOUISIANA	240	0	360	1
MAINE	132	12	131	4
MARYLAND	313	26	427	27
MASSACHUSETTS	379	.	2,207	.
MICHIGAN	429	105	202	2
MINNESOTA	146	0	511	.
MISSISSIPPI	152	.	391	.
MISSOURI	210	141	193	.
MONTANA	28	3	9	6
NEBRASKA	93	.	1	1
NEVADA	67	0	233	0
NEW HAMPSHIRE	200	17	645	50
NEW JERSEY	959	11	564	40
NEW MEXICO	71	6	101	9
NEW YORK	2,656	262	16,441	2,125
NORTH CAROLINA	252	6	709	43
NORTH DAKOTA	61	0	.	.
OHIO	422	17	0	0
OKLAHOMA	165	0	240	1
OREGON	186	12	301	9
PENNSYLVANIA	1,489	5	1,454	0
PUERTO RICO	105	0	39	0
RHODE ISLAND	61	1	129	0
SOUTH CAROLINA	140	2	125	24
SOUTH DAKOTA	90	0	80	0
TENNESSEE	196	0	482	.
TEXAS	.	.	120	.
UTAH	94	4	81	0
VERMONT	71	1	52	0
VIRGINIA	434	15	590	68
WASHINGTON	250	3	240	4
WEST VIRGINIA	75	0	230	0
WISCONSIN	276	23	13	1
WYOMING	38	0	49	0
AMERICAN SAMOA	9	0	2	1
GUAM	0	0	0	15
NORTHERN MARIANAS	2	0	1	0
PALAU	0	0	4	1
VIRGIN ISLANDS	62	5	2	0
BUR. OF INDIAN AFFAIRS	50	9	10	0
U.S. AND OUTLYING AREAS	14,726	786	37,379	2,885
50 STATES, D.C. & P.R.	14,604	772	37,361	2,868

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	PSYCHOLOGISTS		DIAGNOSTIC & EVALUATION STAFF	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	39	2	162	0
ALASKA	116	1	0	0
ARIZONA	511	9	61	5
ARKANSAS	4	2	110	27
CALIFORNIA	2,947	56	143	3
COLORADO	462	26	.	.
CONNECTICUT	761	.	.	.
DELAWARE	90	7	.	.
DISTRICT OF COLUMBIA	65	0	.	.
FLORIDA	947	0	236	0
GEORGIA	602	1	267	2
HAWAII	16	0	196	0
IDAHO	114	3	6	.
ILLINOIS	1,639	98	15	0
INDIANA	472	4	43	0
IOWA	302	23	35	0
KANSAS	455	.	3	.
KENTUCKY	251	11	90	7
LOUISIANA	328	11	401	0
MAINE	129	0	76	0
MARYLAND	415	27	527	13
MASSACHUSETTS	584	.	.	.
MICHIGAN	870	40	0	0
MINNESOTA	514	28	.	.
MISSISSIPPI	87	.	182	.
MISSOURI	20	.	346	152
MONTANA	92	4	0	0
NEBRASKA	101	3	.	.
NEVADA	163	3	5	0
NEW HAMPSHIRE	117	1	135	1
NEW JERSEY	1,317	3	3,703	58
NEW MEXICO	101	26	315	7
NEW YORK	3,651	565	1,392	32
NORTH CAROLINA	446	16	106	1
NORTH DAKOTA	34	6	.	.
OHIO	1,348	16	166	0
OKLAHOMA	91	1	165	2
OREGON	244	4	90	1
PENNSYLVANIA	947	0	29	1
PUERTO RICO	5	0	0	0
RHODE ISLAND	148	5	112	0
SOUTH CAROLINA	326	2	6	0
SOUTH DAKOTA	55	1	14	0
TENNESSEE	353	0	68	0
TEXAS	464	.	2,207	357
UTAH	113	4	14	0
VERMONT	42	0	19	0
VIRGINIA	612	9	87	1
WASHINGTON	745	2	0	0
WEST VIRGINIA	120	3	74	0
WISCONSIN	813	2	252	73
WYOMING	53	0	28	0
AMERICAN SAMOA	0	0	1	3
GUAM	0	0	8	0
NORTHERN MARIANAS	2	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	2	3	0	9
BUR. OF INDIAN AFFAIRS	32	3	24	0
U.S. AND OUTLYING AREAS	25,277	1,031	11,921	755
50 STATES, D.C. & P.R	25,241	1,025	11,888	743

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	AUDIOLOGISTS		WORK-STUDY COORDINATORS	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	12	2	19	4
ALASKA	5	0	0	0
ARIZONA	32	1	351	8
ARKANSAS	1	0	3	0
CALIFORNIA	64	1	30	1
COLORADO	37	3	.	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	43	0	139	0
GEORGIA	34	0	9	0
HAWAII	0	0	33	0
IDAHO	8	0	5	0
ILLINOIS	43	0	.	.
INDIANA	13	0	16	0
IOWA	51	0	55	4
KANSAS	21	.	22	.
KENTUCKY	5	41	25	6
LOUISIANA	20	1	26	0
MAINE	3	0	4	1
MARYLAND	31	0	29	9
MASSACHUSETTS	.	.	.	.
MICHIGAN	27	0	76	3
MINNESOTA	41	0	286	.
MISSISSIPPI	31	.	18	.
MISSOURI	13	.	25	1
MONTANA	1	2	1	0
NEBRASKA	3	3	10	2
NEVADA	5	0	7	0
NEW HAMPSHIRE	1	0	35	4
NEW JERSEY	24	64	85	4
NEW MEXICO	50	0	23	5
NEW YORK	103	7	91	10
NORTH CAROLINA	44	0	56	2
NORTH DAKOTA	3	0	2	1
OHIO	31	3	195	11
OKLAHOMA	2	0	36	1
OREGON	13	0	15	5
PENNSYLVANIA	21	45	39	0
PUERTO RICO	0	0	1	0
RHODE ISLAND	2	0	16	0
SOUTH CAROLINA	6	0	34	6
SOUTH DAKOTA	4	0	9	0
TENNESSEE	35	0	11	0
TEXAS	49	.	.	.
UTAH	24	1	8	1
VERMONT	3	0	16	0
VIRGINIA	26	1	63	2
WASHINGTON	24	0	61	1
WEST VIRGINIA	10	0	22	0
WISCONSIN	15	1	.	.
WYOMING	19	0	0	0
AMERICAN SAMOA	0	0	1	3
GUAM	1	0	1	0
NORTHERN MARIANAS	2	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	1	2
U.S. AND OUTLYING AREAS	1,055	175	2,007	98
50 STATES, D.C. & P.R.	1,051	175	2,004	93

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	VOCATIONAL EDUCATION TEACHERS		COUNSELORS	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	146	3	174	10
ALASKA	0	0	3	0
ARIZONA	137	0	295	33
ARKANSAS	5	5	9	5
CALIFORNIA	246	18	486	44
COLORADO	24	5	.	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	.	.	9	0
FLORIDA	117	1	1,821	0
GEORGIA	131	1	22	2
HAWAII	1	0	562	0
IDAHO	5	.	.	.
ILLINOIS	158	1	951	33
INDIANA	23	5	35	0
IOWA	21	0	8	0
KANSAS	74	.	35	.
KENTUCKY	96	10	231	1
LOUISIANA	64	9	3	1
MAINE	8	2	43	0
MARYLAND	178	35	96	34
MASSACHUSETTS	64	.	.	.
MICHIGAN	0	0	0	0
MINNESOTA	85	.	18	0
MISSISSIPPI	253	.	246	.
MISSOURI	79	.	2	0
MONTANA	10	1	7	2
NEBRASKA	.	.	10	0
NEVADA	37	8	198	0
NEW HAMPSHIRE	22	6	153	2
NEW JERSEY	524	10	1,195	6
NEW MEXICO	32	4	124	11
NEW YORK	386	117	1,792	321
NORTH CAROLINA	8	1	282	5
NORTH DAKOTA	5	0	.	.
OHIO	168	5	0	0
OKLAHOMA	8	0	18	0
OREGON	30	4	235	13
PENNSYLVANIA	39	0	433	11
PUERTO RICO	174	18	12	0
RHODE ISLAND	14	0	101	0
SOUTH CAROLINA	61	1	49	0
SOUTH DAKOTA	12	0	10	0
TENNESSEE	122	0	114	0
TEXAS	.	.	159	234
UTAH	7	0	72	2
VERMONT	8	1	41	0
VIRGINIA	354	27	900	18
WASHINGTON	389	1	449	1
WEST VIRGINIA	34	2	15	0
WISCONSIN	53	4	.	.
WYOMING	0	0	33	0
AMERICAN SAMOA	2	4	0	2
GUAM	0	0	2	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	3	10	7	37
BUR. OF INDIAN AFFAIRS	7	4	36	4
U.S. AND OUTLYING AREAS	4,421	321	11,494	832
50 STATES, D.C. & P.R.	4,409	303	11,449	789

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	REHABILITATION COUNSELORS		INTERPRETERS	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	11	2	65	18
ALASKA	0	0	12	16
ARIZONA	6	0	96	32
ARKANSAS	0	0	0	0
CALIFORNIA	0	0	0	0
COLORADO	.	.	142	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	8	8
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	0	0	369	0
GEORGIA	7	0	153	0
HAWAII	0	0	0	0
IDAHO	9	0	42	0
ILLINOIS	2	.	172	.
INDIANA	12	0	69	5
IOWA	0	0	42	0
KANSAS	0	.	48	.
KENTUCKY	4	1	58	26
LOUISIANA	0	0	106	18
MAINE	0	8	14	6
MARYLAND	3	0	84	27
MASSACHUSETTS	17	.	.	.
MICHIGAN	0	0	27	42
MINNESOTA	.	.	206	.
MISSISSIPPI	51	.	55	.
MISSOURI	.	.	140	.
MONTANA	0	0	33	0
NEBRASKA	.	.	.	.
NEVADA	0	0	66	8
NEW HAMPSHIRE	10	0	26	18
NEW JERSEY	20	0	116	10
NEW MEXICO	0	0	54	24
NEW YORK	18	0	284	17
NORTH CAROLINA	0	0	198	31
NORTH DAKOTA	0	0	11	0
OHIO	0	0	362	0
OKLAHOMA	1	0	84	28
OREGON	0	0	99	8
PENNSYLVANIA	21	0	168	1
PUERTO RICO	0	0	18	0
RHODE ISLAND	0	0	9	4
SOUTH CAROLINA	0	0	76	19
SOUTH DAKOTA	0	0	29	0
TENNESSEE	456	.	26	.
TEXAS	.	.	374	.
UTAH	1	0	36	44
VERMONT	1	0	22	3
VIRGINIA	3	0	119	122
WASHINGTON	6	0	202	11
WEST VIRGINIA	0	0	75	2
WISCONSIN	.	.	195	19
WYOMING	0	0	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	9
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	2	1
U.S. AND OUTLYING AREAS	659	12	4,590	577
50 STATES, D.C. & P.R.	659	12	4,588	567

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	SPEECH/ PATHOLOGISTS		SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	150	7	7	5
ALASKA	183	1	37	2
ARIZONA	629	25	5	0
ARKANSAS	0	0	25	0
CALIFORNIA	4,210	284	129	0
COLORADO	735	26	0	0
CONNECTICUT	843	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	57	0	.	.
FLORIDA	2,036	57	26	0
GEORGIA	1,272	2	.	.
HAWAII	111	0	7	0
IDAHO	156	13	6	0
ILLINOIS	.	.	59	0
INDIANA	1,078	14	0	0
IOWA	472	9	32	0
KANSAS	612	.	94	.
KENTUCKY	714	113	5	0
LOUISIANA	189	2	60	0
MAINE	112	0	16	0
MARYLAND	1,062	64	0	0
MASSACHUSETTS	.	.	.	.
MICHIGAN	1,672	76	0	0
MINNESOTA	1,405	10	48	0
MISSISSIPPI	0	0	49	.
MISSOURI	57	.	28	0
MONTANA	145	16	0	0
NEBRASKA	502	3	16	0
NEVADA	205	0	0	0
NEW HAMPSHIRE	314	12	6	2
NEW JERSEY	2,199	86	103	0
NEW MEXICO	677	29	8	6
NEW YORK	3,846	783	1	0
NORTH CAROLINA	1,037	70	31	0
NORTH DAKOTA	236	3	.	.
OHIO	267	35	0	0
OKLAHOMA	420	5	45	0
OREGON	411	1	14	4
PENNSYLVANIA	561	10	49	0
PUERTO RICO	17	0	27	0
RHODE ISLAND	239	5	10	0
SOUTH CAROLINA	298	0	1	0
SOUTH DAKOTA	229	0	6	0
TENNESSEE	535	0	53	.
TEXAS	2,801	.	.	.
UTAH	335	13	6	2
VERMONT	203	12	0	0
VIRGINIA	0	0	0	0
WASHINGTON	893	11	14	0
WEST VIRGINIA	440	30	5	0
WISCONSIN	1,499	22	33	.
WYOMING	138	0	0	0
AMERICAN SAMOA	1	0	2	0
GUAM	4	11	2	0
NORTHERN MARIANAS	2	0	2	0
PALAU	0	0	1	0
VIRGIN ISLANDS	2	12	4	3
BUR. OF INDIAN AFFAIRS	66	5	16	2
U.S. AND OUTLYING AREAS	36,277	1,877	1,087	25
50 STATES, D.C. & P.R.	36,202	1,849	1,060	20

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Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

STATE	NON-PROFESSIONAL STAFF EMPLOYED FULLY CERTIFIED	NON-PROFESSIONAL STAFF EMPLOYED NOT FULLY CERTIFIED
ALABAMA	618	119
ALASKA	10	27
ARIZONA	362	93
ARKANSAS	224	0
CALIFORNIA	1,096	444
COLORADO	529	.
CONNECTICUT	.	.
DELAWARE	.	.
DISTRICT OF COLUMBIA	51	0
FLORIDA	2,689	0
GEORGIA	774	76
HAWAII	60	0
IDAHO	9	0
ILLINOIS	3,616	0
INDIANA	0	0
IOWA	355	0
KANSAS	0	.
KENTUCKY	463	64
LOUISIANA	1,248	0
MAINE	94	8
MARYLAND	402	291
MASSACHUSETTS	.	.
MICHIGAN	123	35
MINNESOTA	699	.
MISSISSIPPI	366	.
MISSOURI	3	.
MONTANA	276	1
NEBRASKA	.	.
NEVADA	25	1
NEW HAMPSHIRE	548	0
NEW JERSEY	863	0
NEW MEXICO	0	0
NEW YORK	3,562	0
NORTH CAROLINA	639	19
NORTH DAKOTA	.	.
OHIO	0	0
OKLAHOMA	669	3
OREGON	269	0
PENNSYLVANIA	1,127	0
PUERTO RICO	214	0
RHODE ISLAND	86	17
SOUTH CAROLINA	279	42
SOUTH DAKOTA	57	1
TENNESSEE	816	.
TEXAS	.	.
UTAH	220	9
VERMONT	40	1
VIRGINIA	808	53
WASHINGTON	65	6
WEST VIRGINIA	347	0
WISCONSIN	.	.
WYOMING	0	157
AMERICAN SAMOA	10	0
GUAM	0	23
NORTHERN MARIANAS	2	0
PALAU	0	8
VIRGIN ISLANDS	0	12
BUR. OF INDIAN AFFAIRS	13	17
U.S. AND OUTLYING AREAS	24,747	1,525
50 STATES, D.C. & P.R.	24,722	1,465

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Table AF3

Estimated Resident Population for Children Ages 3-5

STATE	NUMBER 1989-90	NUMBER 1998-99	NUMBER 1999-2000	CHANGE IN NUMBER 1999-2000 LESS 1989-90	CHANGE IN NUMBER 1999-2000 LESS 1998-99	PERCENTAGE CHANGE IN NUMBER 1999-2000 LESS 1989-90	PERCENTAGE CHANGE IN NUMBER 1999-2000 LESS 1998-99
ALABAMA	179,000	178,728	173,675	-5,325	-5,053	-2.97	-2.83
ALASKA	34,000	30,682	30,857	-3,143	175	-9.24	0.57
ARIZONA	177,000	219,952	230,627	53,827	10,875	30.41	4.94
ARKANSAS	106,000	104,654	106,372	372	1,718	0.35	1.64
CALIFORNIA	1,412,000	1,599,138	1,544,584	132,584	-54,554	9.39	-3.41
COLORADO	158,000	168,945	171,449	13,449	2,504	8.51	1.48
CONNECTICUT	131,000	130,446	134,817	3,817	4,371	2.91	3.35
DELAWARE	29,000	29,782	29,907	907	125	3.13	0.42
DISTRICT OF COLUMBIA	27,000	19,025	16,826	-10,174	-2,199	-37.68	-11.56
FLORIDA	513,000	591,306	579,181	66,181	-12,125	12.90	-2.05
GEORGIA	299,000	339,749	341,427	42,427	1,678	14.19	0.49
HAWAII	52,000	52,698	49,330	-2,670	-3,368	-5.13	-6.39
IDAHO	50,000	55,905	55,455	5,455	-450	10.91	-0.80
ILLINOIS	506,000	548,958	539,038	33,038	-9,920	6.53	-1.81
INDIANA	236,000	249,013	250,449	14,449	1,436	6.12	0.58
IOWA	117,000	111,697	111,477	-5,523	-220	-4.72	-0.20
KANSAS	116,000	109,908	109,976	-6,024	68	-5.19	0.06
KENTUCKY	152,000	160,955	156,231	4,231	-4,724	2.78	-2.93
LOUISIANA	224,000	189,229	187,777	-36,223	-1,452	-16.17	-0.77
MAINE	51,000	42,096	41,417	-9,583	-679	-18.79	-1.61
MARYLAND	205,000	212,774	211,620	6,620	-1,154	3.23	-0.54
MASSACHUSETTS	235,000	242,128	238,510	3,510	-3,618	1.49	-1.49
MICHIGAN	404,000	406,565	403,353	-647	-3,212	-0.16	-0.79
MINNESOTA	197,000	194,307	196,003	-997	1,696	-0.51	0.87
MISSISSIPPI	125,000	123,105	121,230	-3,770	-1,875	-3.02	-1.52
MISSOURI	222,000	223,355	220,051	-1,949	-3,304	-0.88	-1.48
MONTANA	38,000	32,964	32,736	-5,264	-228	-13.85	-0.69
NEBRASKA	73,000	69,171	69,456	-3,544	285	-4.85	0.41
NEVADA	49,000	82,258	85,464	36,464	3,206	74.42	3.90
NEW HAMPSHIRE	48,000	45,820	46,152	-1,848	332	-3.85	0.72
NEW JERSEY	309,000	340,794	335,041	26,041	-5,753	8.43	-1.69
NEW MEXICO	81,000	82,584	79,312	-1,688	-3,272	-2.08	-3.96
NEW YORK	745,000	779,578	748,516	3,516	-31,062	0.47	-3.98
NORTH CAROLINA	269,000	321,709	318,584	49,584	-3,125	18.43	-0.97
NORTH DAKOTA	31,000	24,225	24,299	-6,701	74	-21.62	0.31
OHIO	467,000	455,314	452,059	-14,941	-3,255	-3.20	-0.71
OKLAHOMA	147,000	136,645	136,290	-10,710	-355	-7.29	-0.26
OREGON	116,000	131,509	131,980	15,980	471	13.78	0.36
PENNSYLVANIA	474,000	455,266	443,973	-30,027	-11,293	-6.33	-2.48
PUERTO RICO	.	191,692	191,834	.	142	.	0.07
RHODE ISLAND	39,000	38,908	38,420	-580	-488	-1.49	-1.25
SOUTH CAROLINA	157,000	154,350	150,984	-6,016	-3,366	-3.83	-2.16
SOUTH DAKOTA	34,000	30,642	30,315	-3,685	-327	-10.84	-1.07
TENNESSEE	201,000	220,410	218,838	17,838	-1,572	8.87	-0.71
TEXAS	889,000	964,155	971,821	82,821	7,666	9.32	0.80
UTAH	107,000	116,582	120,121	13,121	3,539	12.26	3.04
VERMONT	24,000	20,861	20,105	-3,895	-756	-16.23	-3.62
VIRGINIA	256,000	273,187	272,109	16,109	-1,078	6.29	-0.39
WASHINGTON	213,000	238,187	236,660	23,660	-1,527	11.11	-0.64
WEST VIRGINIA	68,000	63,670	63,034	-4,966	-636	-7.30	-1.00
WISCONSIN	217,000	207,689	205,296	-11,704	-2,393	-5.39	-1.15
WYOMING	24,000	18,825	18,643	-5,357	-182	-22.32	-0.97
AMERICAN SAMOA	.	5,641	5,375	.	-266	.	-4.72
GUAM	.	12,122	12,225	.	103	.	0.85
NORTHERN MARIANAS	.	3,780	3,731	.	-49	.	-1.30
PALAU	.	1,087	.	.	.	.	.
VIRGIN ISLANDS	.	6,786	6,817	.	31	.	0.46
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,033,000	11,861,511	11,722,029	689,029	-139,482	6.25	-1.18
50 STATES AND D.C.	11,033,000	11,640,403	11,502,047	469,047	-138,356	4.25	-1.19

Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF7

Estimated Resident Population (Number) for Children Ages 3-5 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	352	1,614	55,053	3,793	113,650
ALASKA	7,234	1,512	1,073	2,511	19,274
ARIZONA	14,186	4,690	6,561	83,449	124,181
ARKANSAS	634	1,003	22,018	4,387	78,830
CALIFORNIA	5,716	167,145	90,961	769,736	592,306
COLORADO	1,034	5,122	6,975	42,897	118,047
CONNECTICUT	295	4,442	13,499	21,377	97,469
DELAWARE	62	759	6,967	2,234	20,251
DISTRICT OF COLUMBIA	23	465	12,768	1,827	1,977
FLORIDA	1,592	12,753	117,158	113,070	340,816
GEORGIA	498	7,696	112,982	19,531	204,517
HAWAII	222	31,853	1,128	21,377	10,232
IDAHO	637	706	190	7,240	47,043
ILLINOIS	531	19,339	100,419	99,114	329,129
INDIANA	375	3,018	24,823	11,543	212,226
IOWA	372	2,320	2,677	5,412	101,839
KANSAS	746	2,688	7,368	11,850	88,673
KENTUCKY	154	1,379	13,240	2,828	139,288
LOUISIANA	728	3,036	74,206	7,558	103,712
MAINE	252	543	223	837	39,856
MARYLAND	496	9,993	67,663	15,941	122,432
MASSACHUSETTS	382	13,057	17,775	34,300	179,674
MICHIGAN	2,362	8,633	69,156	23,490	304,000
MINNESOTA	3,137	9,389	8,556	11,707	167,975
MISSISSIPPI	538	1,143	54,235	1,961	63,876
MISSOURI	648	3,409	31,721	7,537	178,458
MONTANA	3,335	326	104	1,256	27,874
NEBRASKA	889	1,496	3,397	6,080	58,344
NEVADA	1,150	4,101	6,383	23,766	52,063
NEW HAMPSHIRE	99	692	269	1,538	43,910
NEW JERSEY	809	20,833	51,213	66,669	205,806
NEW MEXICO	9,286	1,062	1,159	41,802	26,509
NEW YORK	1,671	46,171	114,250	185,582	423,442
NORTH CAROLINA	5,032	6,431	80,240	15,871	214,228
NORTH DAKOTA	2,180	380	196	720	21,002
OHIO	870	7,618	69,995	16,040	361,305
OKLAHOMA	12,587	2,407	12,691	10,692	99,097
OREGON	1,572	5,561	2,422	18,144	107,082
PENNSYLVANIA	502	10,509	55,816	27,259	355,142
PUERTO RICO	-	-	-	-	-
RHODE ISLAND	272	1,308	1,910	5,458	30,107
SOUTH CAROLINA	315	1,782	51,944	4,213	93,581
SOUTH DAKOTA	4,560	382	255	872	24,422
TENNESSEE	390	2,925	46,077	5,652	165,237
TEXAS	1,742	27,442	107,530	422,581	425,942
UTAH	1,567	3,627	748	13,294	102,639
VERMONT	27	254	78	366	19,519
VIRGINIA	419	12,380	59,874	21,851	183,626
WASHINGTON	4,297	17,072	8,326	35,850	179,624
WEST VIRGINIA	51	407	2,317	787	59,690
WISCONSIN	2,424	6,488	17,253	13,055	169,255
WYOMING	559	223	136	2,015	15,844
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
PALAU	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. AND OUTLYING AREAS	99,811	499,604	1,613,978	2,268,920	7,265,019
50 STATES, D.C. & P.R.	99,811	499,604	1,613,978	2,268,920	7,265,019

Population counts are July estimates from the U.S. Bureau of the Census.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

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Table AF7

Estimated Resident Population (Percent) for Children Ages 3-5 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.20	0.93	31.56	2.17	65.14
ALASKA	22.89	4.78	3.40	7.95	60.99
ARIZONA	6.09	2.01	2.82	35.80	53.28
ARKANSAS	0.59	0.94	20.60	4.10	73.76
CALIFORNIA	0.35	10.28	5.59	47.34	36.43
COLORADO	0.59	2.94	4.01	24.64	67.81
CONNECTICUT	0.22	3.24	9.85	15.59	71.10
DELAWARE	0.20	2.51	23.01	7.38	66.89
DISTRICT OF COLUMBIA	0.13	2.73	74.84	10.71	11.59
FLORIDA	0.27	2.18	20.01	19.32	58.22
GEORGIA	0.14	2.23	32.73	5.66	59.24
HAWAII	0.34	49.15	1.74	32.98	15.79
IDAHO	1.14	1.26	0.34	12.97	84.28
ILLINOIS	0.10	3.53	18.31	18.07	60.00
INDIANA	0.15	1.20	9.85	4.58	84.22
IOWA	0.33	2.06	2.38	4.81	90.43
KANSAS	0.67	2.41	6.62	10.64	79.65
KENTUCKY	0.10	0.88	8.44	1.80	88.78
LOUISIANA	0.38	1.60	39.21	3.99	54.80
MAINE	0.60	1.30	0.53	2.01	95.55
MARYLAND	0.23	4.62	31.25	7.36	56.54
MASSACHUSETTS	0.16	5.33	7.25	13.99	73.28
MICHIGAN	0.58	2.12	16.96	5.76	74.58
MINNESOTA	1.56	4.68	4.26	5.83	83.67
MISSISSIPPI	0.44	0.94	44.55	1.61	52.46
MISSOURI	0.29	1.54	14.30	3.40	80.47
MONTANA	10.14	0.99	0.32	3.82	84.74
NEBRASKA	1.27	2.13	4.84	8.66	83.10
NEVADA	1.31	4.69	7.30	27.17	59.53
NEW HAMPSHIRE	0.21	1.49	0.58	3.31	94.41
NEW JERSEY	0.23	6.03	14.83	19.31	59.60
NEW MEXICO	11.63	1.33	1.45	52.37	33.21
NEW YORK	0.22	5.99	14.82	24.07	54.91
NORTH CAROLINA	1.56	2.00	24.93	4.93	66.57
NORTH DAKOTA	8.91	1.55	0.80	2.94	85.80
OHIO	0.19	1.67	15.36	3.52	75.26
OKLAHOMA	9.16	1.75	9.23	7.78	72.08
OREGON	1.17	4.14	1.80	13.46	79.44
PENNSYLVANIA	0.11	2.34	12.42	6.07	79.06
PUERTO RICO	-	-	-	-	-
RHODE ISLAND	0.70	3.35	4.89	13.98	77.09
SOUTH CAROLINA	0.21	1.17	34.21	2.77	61.63
SOUTH DAKOTA	15.01	1.25	0.84	2.86	80.04
TENNESSEE	0.18	1.33	20.92	2.57	75.01
TEXAS	0.18	2.79	10.91	42.89	43.23
UTAH	1.29	2.98	0.61	10.91	84.22
VERMONT	0.13	1.25	0.39	1.81	96.42
VIRGINIA	0.15	4.45	21.53	7.86	66.02
WASHINGTON	1.75	6.96	3.40	14.62	73.27
WEST VIRGINIA	0.08	0.64	3.66	1.24	94.37
WISCONSIN	1.16	3.11	6.26	6.20	83.19
WYOMING	2.87	1.19	0.73	10.74	84.47
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
PALAU	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. AND OUTLYING AREAS	0.85	4.25	13.74	19.31	61.84
50 STATES, D.C. & P.R.	0.85	4.25	13.74	19.31	61.84

Population counts are July estimates from the U.S. Bureau of the Census.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AG1

State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part C

FEDERAL FISCAL YEAR 2000
(SCHOOL YEAR 2000-2001)

STATE	PART B, SECTION 611	PART B, SECTION 619	PART C
ALABAMA	79,372,913	5,730,375	5,442,925
ALASKA	14,360,167	1,294,380	1,836,562
ARIZONA	71,831,645	5,545,066	7,163,113
ARKANSAS	46,925,276	5,479,110	3,300,402
CALIFORNIA	505,630,798	39,848,701	45,929,796
COLORADO	60,836,940	5,073,769	5,377,332
CONNECTICUT	60,621,805	5,009,888	3,992,165
DELAWARE	13,161,054	1,287,906	1,836,562
DISTRICT OF COLUMBIA	6,617,417	253,905	1,836,562
FLORIDA	274,310,784	18,917,454	17,645,688
GEORGIA	126,278,991	10,077,250	10,918,523
HAWAII	16,598,674	1,036,577	1,836,562
IDAHO	22,338,848	2,233,491	1,836,562
ILLINOIS	222,970,401	18,041,307	16,151,859
INDIANA	115,783,816	9,088,983	7,655,126
IOWA	56,057,887	4,077,008	3,369,461
KANSAS	46,805,142	4,426,665	3,433,291
KENTUCKY	69,988,093	10,431,998	4,812,022
LOUISIANA	77,220,761	6,628,385	5,894,220
MAINE	25,125,639	2,567,159	1,836,562
MARYLAND	88,552,235	6,824,190	6,413,677
MASSACHUSETTS	130,345,374	10,103,890	7,269,022
MICHIGAN	168,624,335	12,853,643	12,028,661
MINNESOTA	85,579,363	7,587,477	5,931,008
MISSISSIPPI	49,937,502	4,321,339	3,786,753
MISSOURI	103,938,330	6,171,495	6,722,152
MONTANA	15,239,841	1,215,398	1,836,562
NEBRASKA	34,286,654	2,306,907	2,120,927
NEVADA	27,013,687	2,312,229	2,652,976
NEW HAMPSHIRE	21,791,090	1,591,180	1,836,562
NEW JERSEY	165,972,682	11,621,386	9,965,995
NEW MEXICO	41,240,344	3,256,045	2,442,953
NEW YORK	342,212,717	34,473,989	22,320,520
NORTH CAROLINA	132,570,043	11,554,652	9,991,552
NORTH DAKOTA	10,686,617	839,536	1,836,562
OHIO	186,600,288	12,874,725	13,648,077
OKLAHOMA	64,473,544	3,760,076	4,398,814
OREGON	56,238,461	3,960,512	4,068,712
PENNSYLVANIA	183,436,695	14,293,994	13,016,152
PUERTO RICO	43,909,097	3,273,690	5,782,773
RHODE ISLAND	20,079,813	1,707,269	1,836,562
SOUTH CAROLINA	78,237,560	7,293,431	4,752,400
SOUTH DAKOTA	12,730,542	1,496,640	1,836,562
TENNESSEE	101,635,101	7,049,034	6,863,518
TEXAS	393,361,010	23,676,158	30,671,586
UTAH	44,372,041	3,647,879	3,997,116
VERMONT	10,303,939	892,952	1,836,562
VIRGINIA	121,999,520	9,323,245	8,373,127
WASHINGTON	92,258,094	8,343,791	7,217,290
WEST VIRGINIA	34,872,055	3,558,432	1,836,562
WISCONSIN	92,662,516	9,674,989	6,078,934
WYOMING	10,809,853	1,090,450	1,836,562
AMERICAN SAMOA	4,956,510	0	589,812
GUAM	11,974,852	0	1,306,168
NORTHERN MARIANAS	3,056,556	0	392,577
PALAU	0	0	0
VIRGIN ISLANDS	9,078,705	0	769,327
BUR. OF INDIAN AFFAIRS	61,173,538	0	4,629,630
U.S. AND OUTLYING AREAS	4,969,048,155	390,000,000	375,000,000
50 STATES, D.C. & P.R.	4,878,807,994	390,000,000	367,312,486

Data as of September 25, 2000.
Amounts listed for IDEA, Part B do not include funding for studies and evaluation or a competition for Pacific Basin entities.
When included, the total appropriation for Part is $4,989,685,000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Data Notes for IDEA, Part B

These data notes contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting data for 13 States. These variations affected the way data were reported for the IDEA, Part B child count and the educational environment, exiting, and discipline collections. Additional notes on how States reported data for specific data collections follow this chart.

Table A-1
State Reporting Patterns for IDEA, Part B
Child Count Data 1999-00,
Other Data 1998-99

States	Differences from OSEP Reporting Categories Where H = Reported in the hearing impairments category O = Reported in the orthopedic impairments category P = Reported in the primary disability category R = Reported in other disability categories			
	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Illinois	P			
Michigan		O	H	R
Minnesota	P			
Mississippi		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wisconsin	P			
Wyoming	P*			

* Wyoming began using the multiple disabilities category in 1999. Consequently, Wyoming child count data include multiple disabilities but non-child count data multiple disabilities are reported under the primary disability category.

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Child Count

NOTE: Twelve States suggested the increases in their counts of students with other health impairments were due to increases in the identification and inclusion of students with attention deficit disorder and attention deficit hyperactivity disorders. These States include:

- Florida
- Georgia
- Indiana
- Kentucky
- Maine
- Nevada
- New Mexico
- Oklahoma
- Pennsylvania
- South Dakota
- West Virginia
- Wisconsin

Twelve States commented that the increases in counts of students with autism were a result of better diagnosis and identification of the disorder, continued reclassification of students, and improved training in methods and assessments of autism. These States include:

- Alabama
- California
- Colorado
- Connecticut
- Georgia
- Indiana
- Kansas
- Kentucky
- Minnesota
- Missouri
- Washington
- Wisconsin

Kentucky—The State thought the increase from 1998-99 to 1999-00 in the number of students with developmental delay was a result of the newness of the category.

Louisiana—The State verified the increase from 1998-99 to 1999-00 in the number of students with developmental delay. Louisiana noted that this was its first full year using this exceptionality.

Minnesota—The State attributed the increase from 1998-99 to 1999-00 in the number of children with developmental disabilities to the first-time use of this category.

New Jersey—The State indicated that in 1998 there was a change in State regulations that redefined the State category "neurologically impaired" exclusively as the Federal category traumatic brain injury (TBI). This change has resulted in a huge increase in New Jersey's and the Nation's TBI figures. In the past, the previous combination of "neurologically impaired" and "perceptually impaired" was reported under the Federal "specific learning disability" category. New Jersey indicated that most of the neurologically impaired pupils will eventually be reevaluated and classified under specific learning disability, communication impairments, some other category, or declassified as not eligible for special education. In order to minimize the disruption to national figures, the numbers reported here have been projected based on previous New Jersey reporting patterns.

New Mexico—The State indicated that the decrease from 1998-99 to 1999-00 in the number of students with orthopedic impairments was a result of training that provided staff with a better appreciation for the distinction between eligibility under IDEA and eligibility under Section 504. The increase from 1998-99 to 1999-00 in the number of students with developmental delay was a result of new State regulations allowing students to be reported in this category.

New York—The State indicated that race/ethnicity data for students ages 4 through 5 were reported in 1999-00 with race/ethnicity data for students ages 6 through 21.

Tennessee—The State suspects that the growth in the number of children with developmental delay served from 1998-99 to 1999-00 was a result of increased training of staff in the area of developmental delay.

Educational Environments

NOTE: In 1998-99 educational environments for children ages 3 through 5 were changed to reflect preschool environments. These States include:

Arkansas—The SEA provided in-service presentations on appropriate placements for special education students, with particular emphasis on instructions to LEAs on use of the least restrictive environment when determining the appropriate educational services for each student.

California—The State indicated that it could not report data for preschool students by educational environment or by race/ethnicity for 1998-99. However, these data will be available for 1999-00. California attributed the decrease from 1997-98 to 1998-99 in the number of children ages 6 through 21 served in a public separate school facility to efforts to serve more children in less restrictive environments.

Colorado—The State verified the increase from 1997-98 to 1998-99 in placements in private residential facilities and noted that these students, in general, were placed by social services and the courts rather than by school districts.

Connecticut—The State indicated that the increase from 1997-98 to 1998-99 in the number of children served in correctional facilities was due to an increase in the proportion of youth being incarcerated as adults and improved Child Find procedures within Connecticut State Department of Education correctional facilities.

Florida—The State verified the decrease from 1997-98 to 1998-99 in private residential facility and homebound/hospital placements. The State suspects that the prior year's data were overreported.

Illinois—The State indicated that some of Illinois' definitions regarding least restrictive environment do not match the Federal definitions. For example, those students who are reported as being in resource classrooms may be receiving services in the resource room from 1 percent up to 49 percent of the school day. Additionally, the count for students in separate classes includes students receiving special education and related services for 50 percent or more of the school day. Illinois noted that correctional facilities data in previous reports included only students served in locally operated jails or detention centers. Students served in State juvenile and adult correctional centers were reported for the first time in 1998-99.

Indiana—The State indicated that the decrease from 1997-98 to 1998-99 in public separate school facility placements and the increase from 1997-98 to 1998-99 in public residential facility placements were due to a change in how "day" students were reported by the State School for the Blind and by the State School for the Deaf. These students were previously reported under public separate school facility, but based on the current definition (i.e., served for more than 50 percent of the school day), it was thought that the public residential category was more appropriate.

Kansas—The State indicated that the increase from 1997-98 to 1998-99 in parent-initiated private school placements was due to a change in the formula used for counting these students. The formula was expanded to include those private and parochial school students who received their services in public schools; in the past these students were not reported.

Kentucky—The State attributed the increase from 1997-98 to 1998-99 in public residential facility to a change in how the State's largest district interpreted this category; the district increased its count by 150 students.

Louisiana—The State attributed the decrease from 1997-98 to 1998-99 in homebound/hospital placements to the greater use of interim alternative education settings.

Mississippi—The State verified the decrease from 1997-98 to 1998-99 in the number of students served 21 percent through 60 percent and more than 60 percent outside the regular class. Mississippi has made efforts to get more children in the general curriculum. The State has also made improvements in reporting.

Missouri—The State attributed the increase from 1997-98 to 1998-99 in regular education placements and the decrease from 1997-98 to 1998-99 in resource room and private residential placements to a combination of better understanding by districts of the placement categories and actual increases. Missouri noted that the parent-initiated private school placement data are submitted by private schools on a voluntary basis and hence are subject to fluctuation.

Nebraska—The State attributed the decreases from 1997-98 to 1998-99 in public separate school facility, homebound/hospital, and parent-initiated private school placements to a major conversion of its data systems that is expected to be completed by the end of the 2000-01 school year. The introduction of separate preschool placement categories also contributed to the decreases.

North Carolina—The State noted that data on private school placements are not available and that race/ethnicity data were not collected on preschool children.

Oregon—The State noted that it considers children 5 years old on Sept. 1 as school age and therefore includes them in the 6 through 21 age group.

Pennsylvania—The State verified the decrease from 1997-98 to 1998-99 in the number of children who were served more than 60 percent outside regular class and the decrease from 1997-98 to 1998-99 in the number of students served in homebound/hospital placements. The State attributed the changes to a change in the definitions used to report the data. The current data use the definitions from the Federal data reports, whereas the previous reports were sometimes prone to reporting amount of service rather than location of service. The State anticipates that these data will also change in the next report as more districts use the new definitions. Pennsylvania indicated that the increase from 1997-98 to 1998-99 in the number of students served in correctional facilities was due to the implementation of special education monitoring of correctional facilities which has resulted in more accurate documentation of students with disabilities.

Puerto Rico—Puerto Rico verified the increase from 1997-98 to 1998-99 in children served less than 21 percent outside the regular class and the decrease from 1997-98 to 1998-99 in children served 21 percent through 60 percent outside the regular class. The State indicated that during the 1998-99 school year, the Special Education Program provided orientation to school districts on the correct use of the placement categories. This training resulted in more accurate reporting. Puerto Rico attributed the decrease from 1997-98 to 1998-99 in parent-initiated private school placements to an effort by the school districts to contact parents who had unilaterally enrolled their children in private schools and offer them the option of receiving special education for their children in public schools close to their homes.

Tennessee—The State indicated that the decrease from 1997-98 to 1998-99 in private separate school facility placements was due to the closing of private facilities throughout the State. The State has also been encouraging districts to serve children in local schools.

Texas—The State verified the decrease from 1997-98 to 1998-99 in the number of students served in a public separate school facility. Texas attributed the increase from 1997-98 to 1998-99 in the number of children served in correctional facilities partially because the 1997-98 data included fewer schools from the Texas Youth Commission. The State indicated that race/ethnicity data for children with disabilities enrolled in private schools not placed or referred by public agencies were not available. Texas noted that State law mandated a change in the collection of data in several environments (Texas Education Code 42.151). Texas noted that self-contained, separate campus; multi-district class; and community class were collapsed into one "off home campus" environment. These students were all reported under public separate facility.

West Virginia—The State indicated that educational environment data for students ages 3 through 5 were collected using the age 6 through 21 placement options because State regulations containing these options still were in effect. Therefore, all students reported by local education agencies as having been served outside the regular class less than 21 percent of the school day were reported under the "early childhood setting," even though some may have been served in part-time or itinerant services settings.

Personnel

Alabama—The State verified the increases from 1997-98 to 1998-99 in vocational education teachers, physical education teachers, counselors, and non-professional staff. Alabama attributed the increase to incomplete reporting from districts on the prior report.

Connecticut—The State indicated that the increase from 1997-98 to 1998-99 in speech pathologists was due to a change in reporting methodology. In the report for the 1997-98 school year, personnel certified to teach speech- or language-disabled children were reported under total special education teachers. In the 1998-99 school year, they were reported as speech pathologists under other special education and related services personnel. The State noted that the numbers on the 1997-98 report were a count of the teachers based on their first teacher assignment only. The figures reported for 1998-99 reflect the sum of the FTEs for all teaching assignments. Connecticut indicated that separate data were not available for teachers of children ages 3 through 5; teachers serving students ages 3 through 5 were reported combined with teachers of students ages 6 through 21.

Florida—The State verified the increase from 1997-98 to 1998-99 in work-study coordinators, school social workers, employed-certified occupational therapists, and counselors. Florida thought the decrease from 1997-98 to 1998-99 in vocational education teachers was due to a few districts not submitting data. The State noted that the personnel data are a paper-and-pencil report from the districts to the SEA.

Georgia—The State changed the data collection for personnel to an annual statewide, web-based data collection. The new system was not designed to capture data on contracted personnel. The SEA is working with the Technology Services Division to include these personnel in subsequent collections.

Kentucky—The State noted that the changes in the teacher aide category were a result of the State's decision to report all teacher aides in the certified category; districts had varied greatly in their reporting in this category. The State verified the increases from 1997-98 to 1998-99 in counselors and nonprofessional staff.

Mississippi—The State indicated that the increases from 1997-98 to 1998-99 in all personnel areas were a result of more accurate reporting. In previous years, data were reported inconsistently by school districts. Hence, statewide training was instituted to ensure correct data reporting.

Missouri—The State attributed the decrease from 1997-98 to 1998-99 in the number of employed, not fully certified teachers for students ages 6 through 21 to more teachers taking advantage of a tuition reimbursement program funded by the State Improvement Grant. The State attributed the increase from 1997-98 to 1998-99 in certified interpreters and the decrease from 1997-98 to 1998-99 in not fully certified interpreters to the phasing in of new standards for certified interpreters. The State expects these figures to fluctuate over the next few years as the standards are fully implemented.

Nebraska—The State attributed the decrease from 1997-98 to 1998-99 in the number of psychologists to a major conversion of its data systems that are expected to be completed by the end of the 2000-2001 school year.

Texas—The State noted that the State Board of Education Certification (SBEC) does not maintain certification/licensing for all professionals. When certification cannot be determined through SBEC, certification was reported as fully certified.

Utah—The State indicated that the changes from 1997-98 to 1998-99 in teacher aides total employed certified, total employed not certified were due to inconsistent district reporting of personnel by certification level. Utah thought the decrease from 1997-98 to 1998-99 in teachers to serve children ages 3 through 5 was due to incorrect prior year reporting.

West Virginia—The State attributed the decrease from 1997-98 to 1998-99 in the number of counselors and the increase in other professional staff were due to improvements in reporting. In the previous report, some districts had reported total counselors rather than total special education counselors. Similarly, some districts had failed to report other professional staff on the prior report.

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